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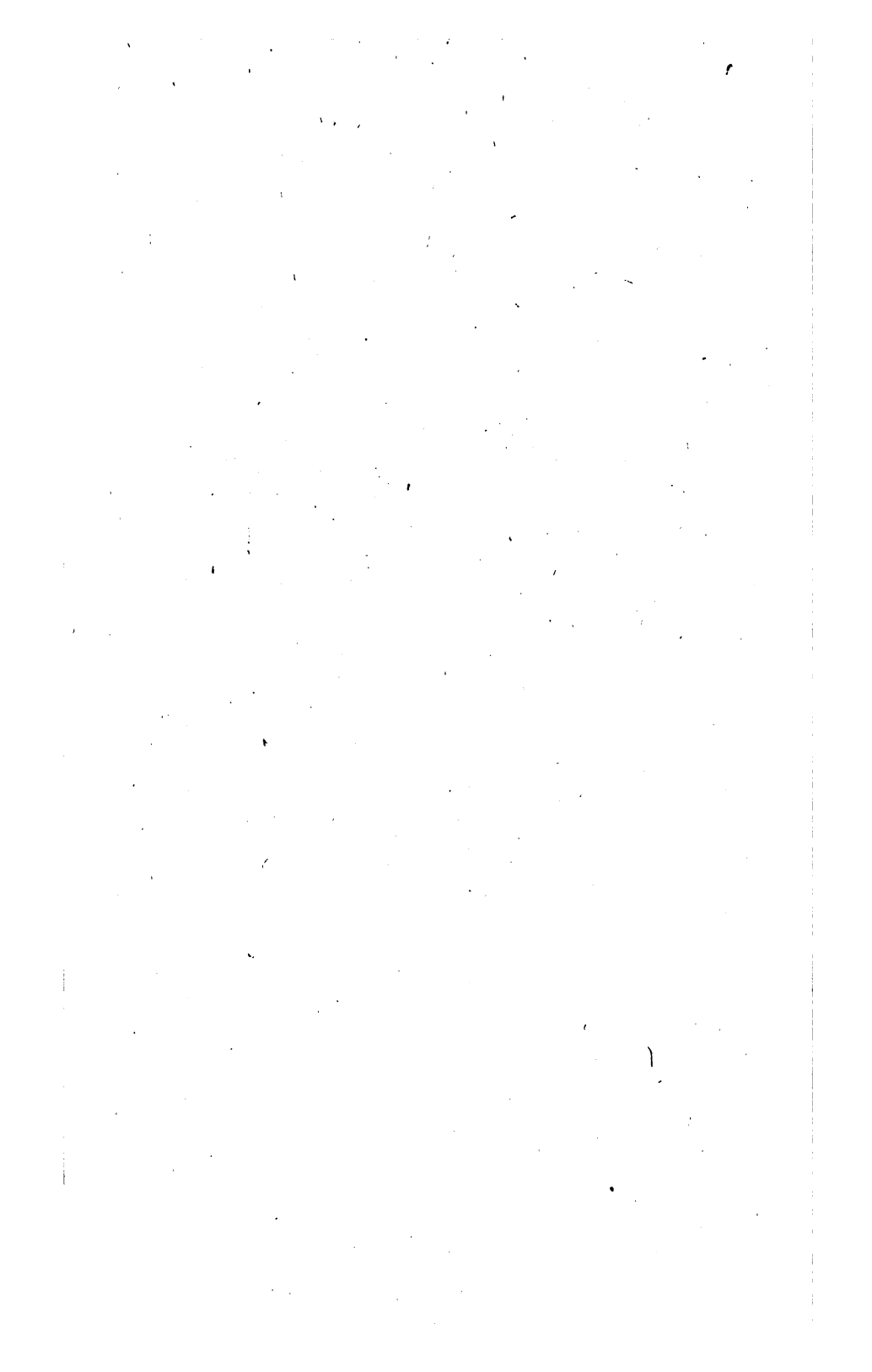
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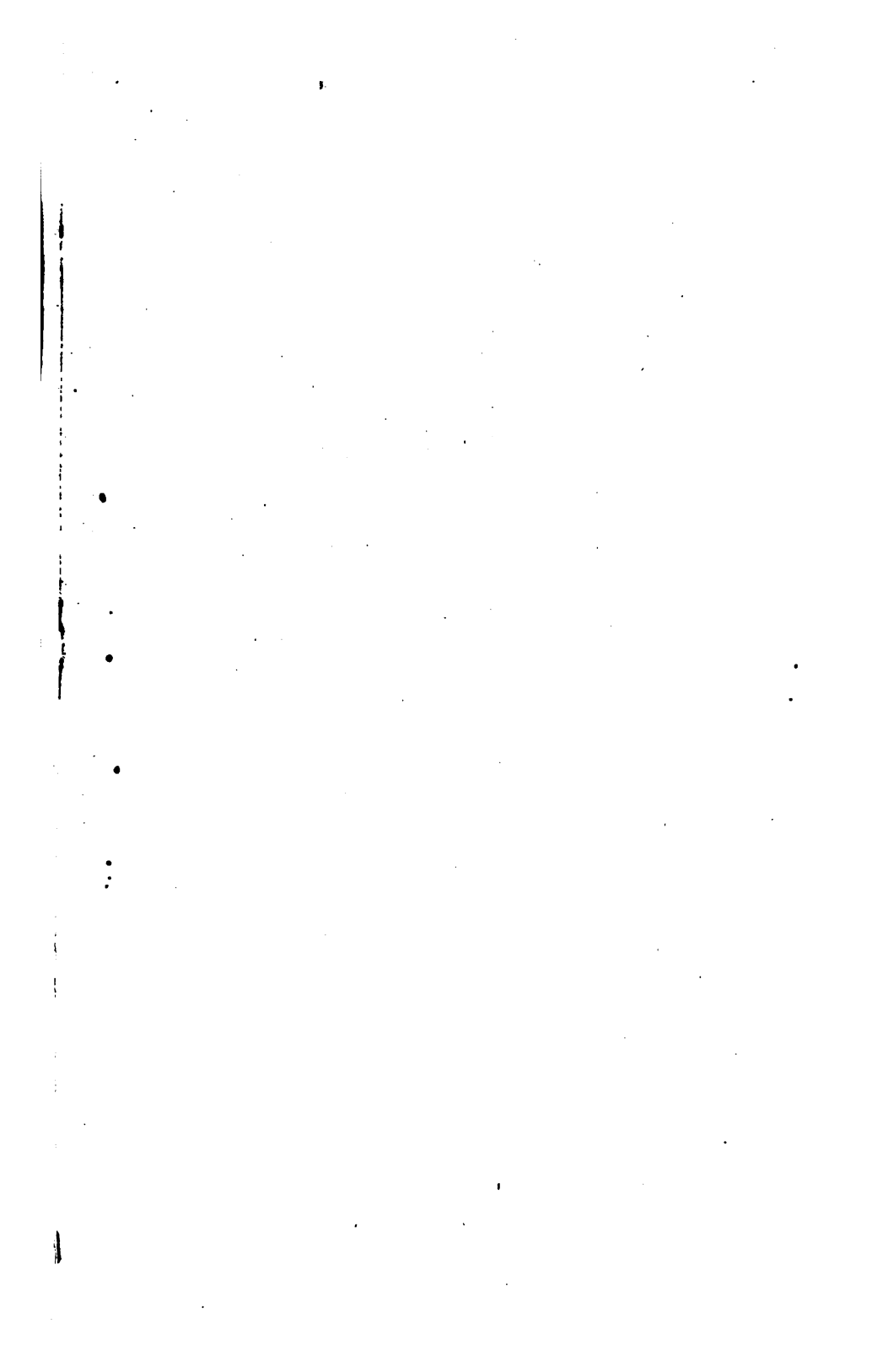
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Michigan
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TWENTY-SEVENTH ANNUAL REPORT
OF THE
Superintendent of Public Instruction
OF THE
STATE OF MICHIGAN,
WITH ACCOMPANYING DOCUMENTS,
FOR THE YEAR 1863.



By Authority,

LANSING:
JOHN A. KERR & CO., PRINTERS TO THE STATE.

1863.

1892

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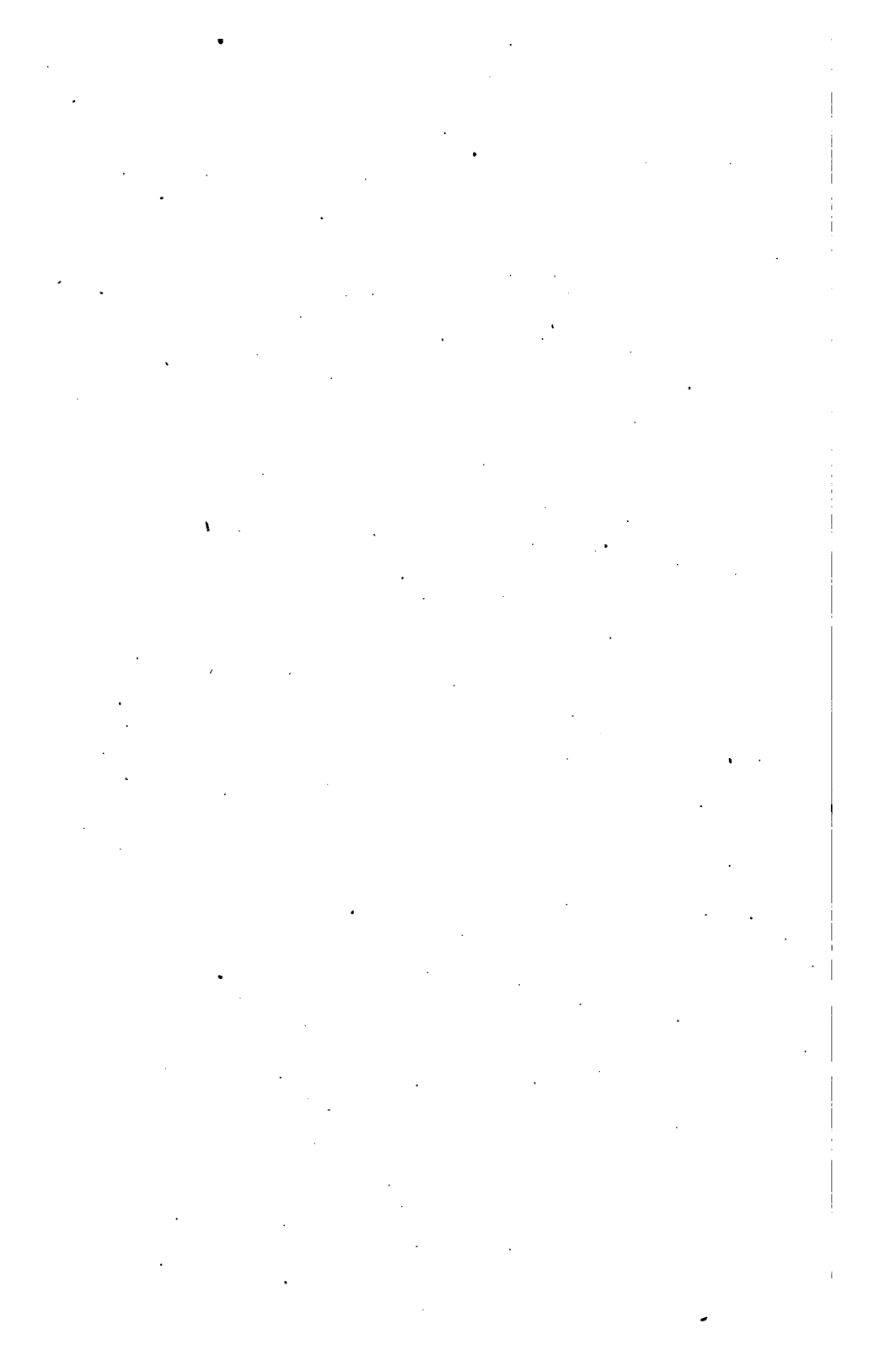
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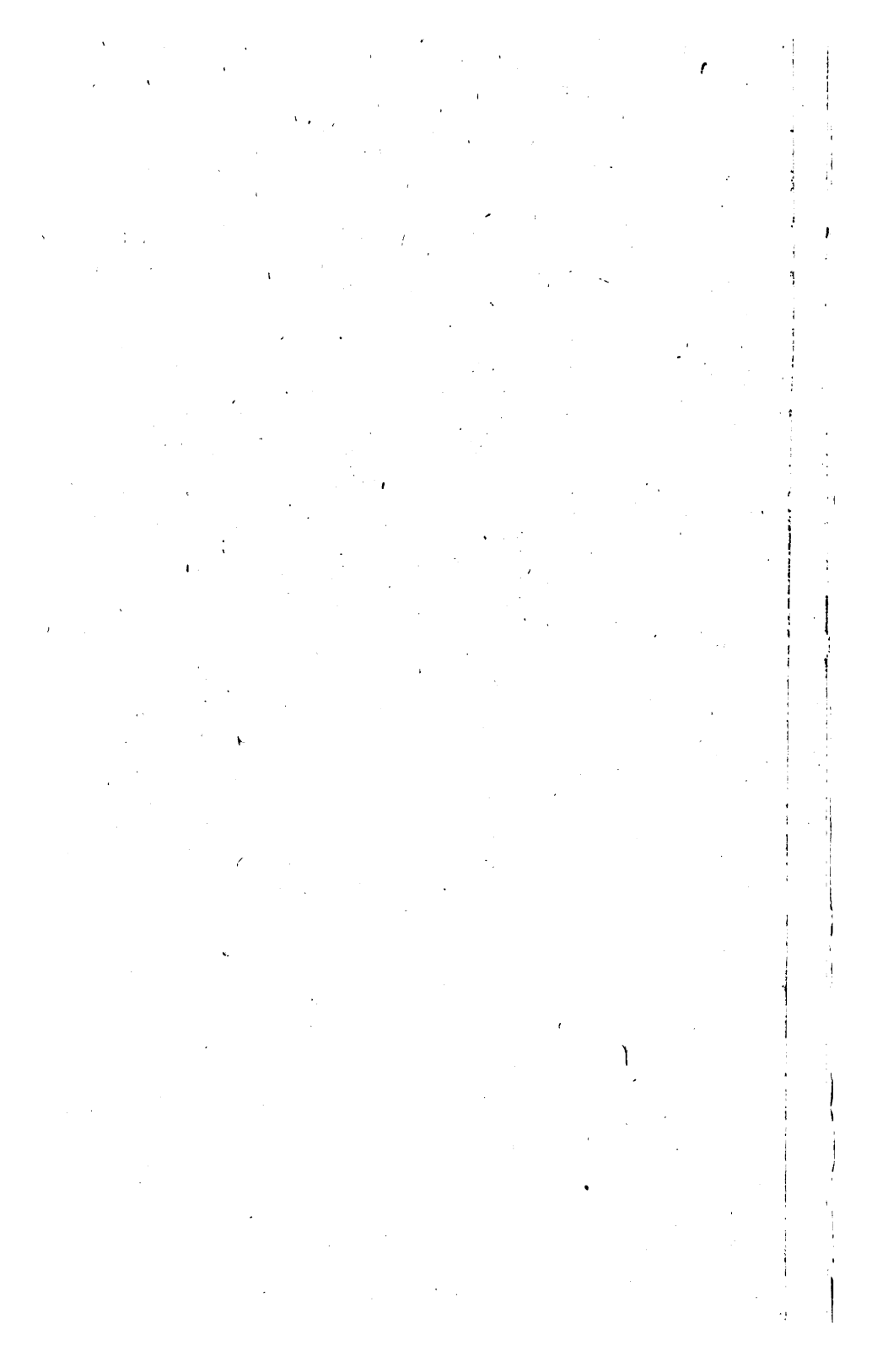
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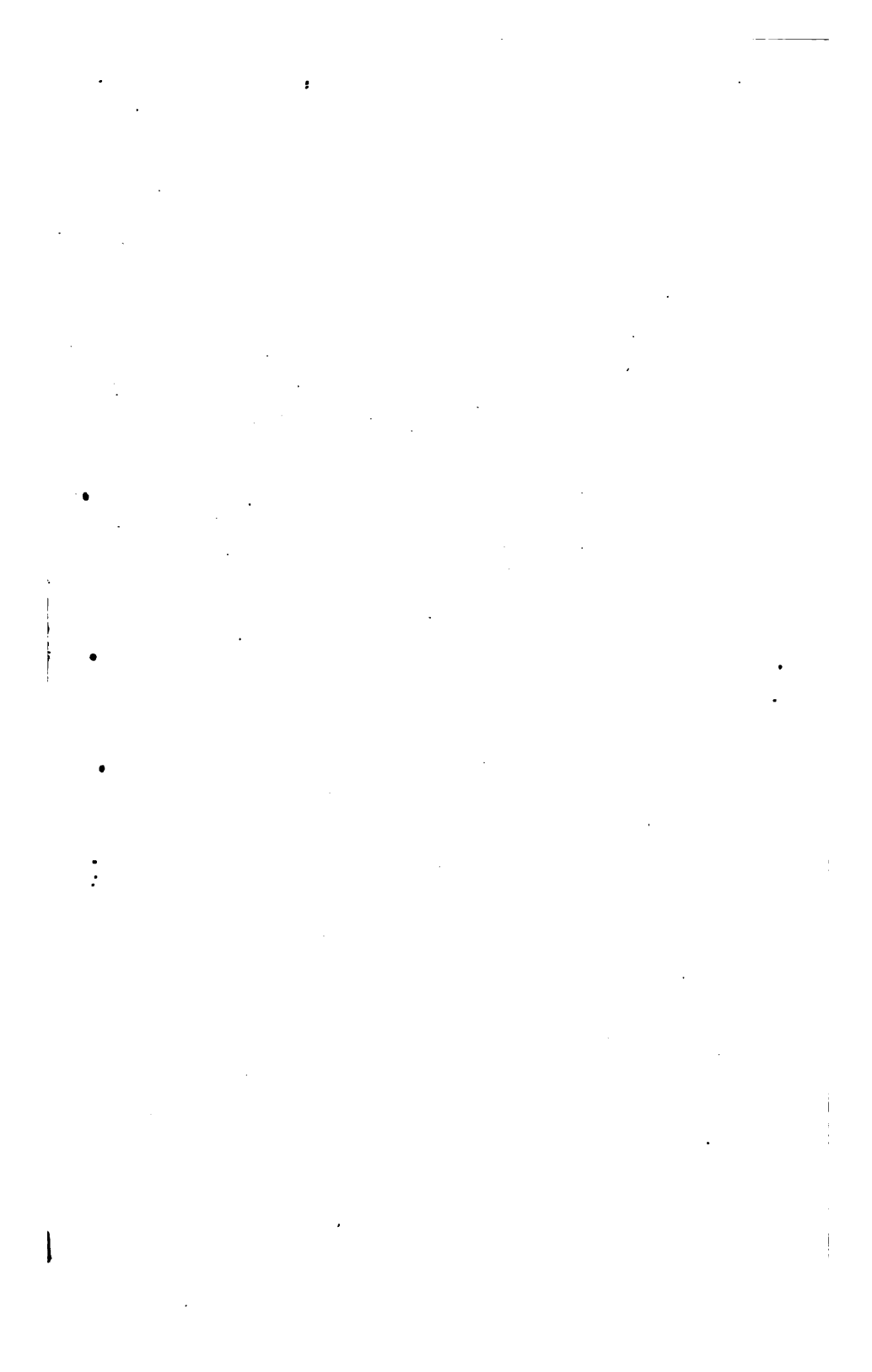
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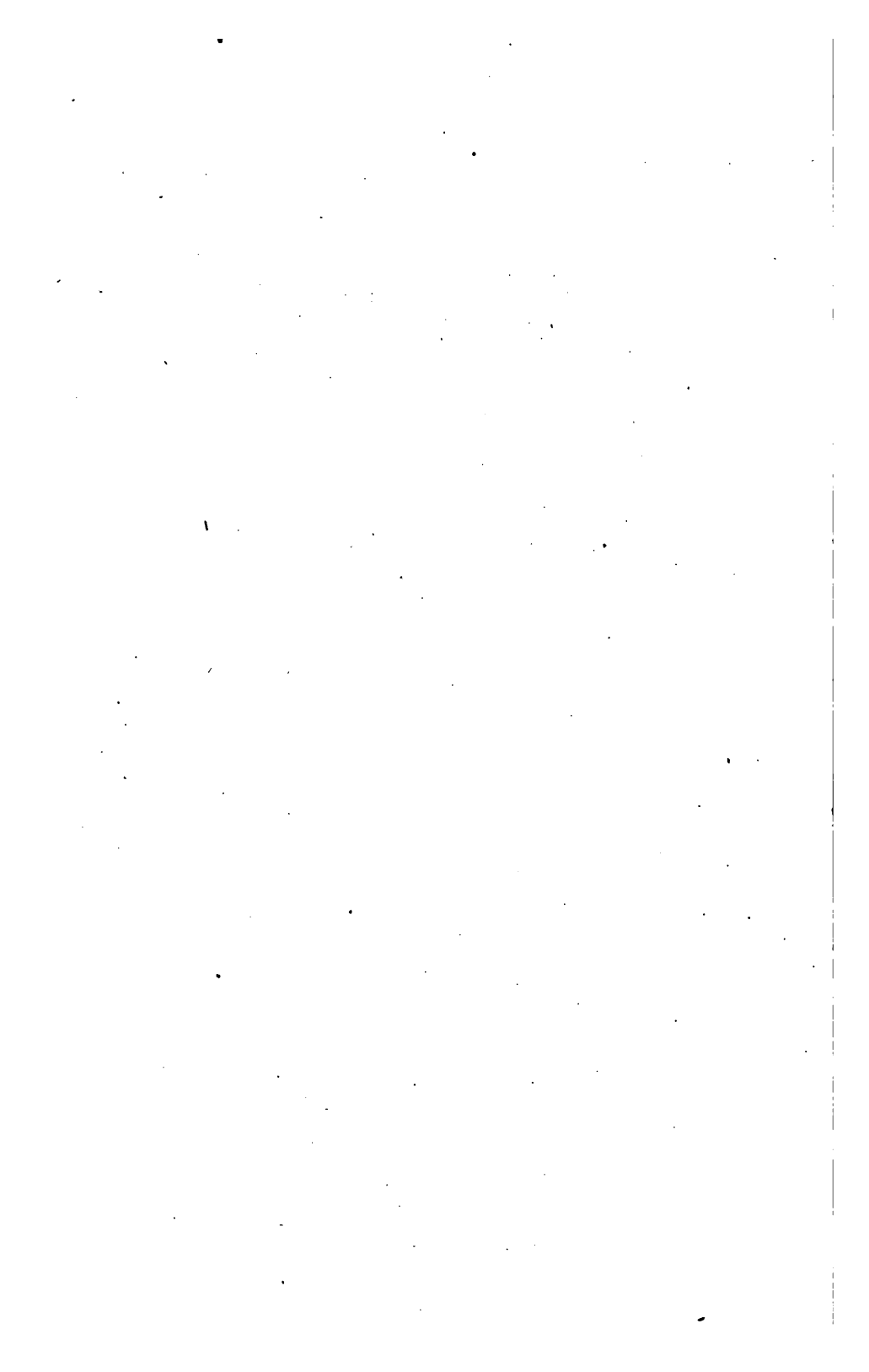
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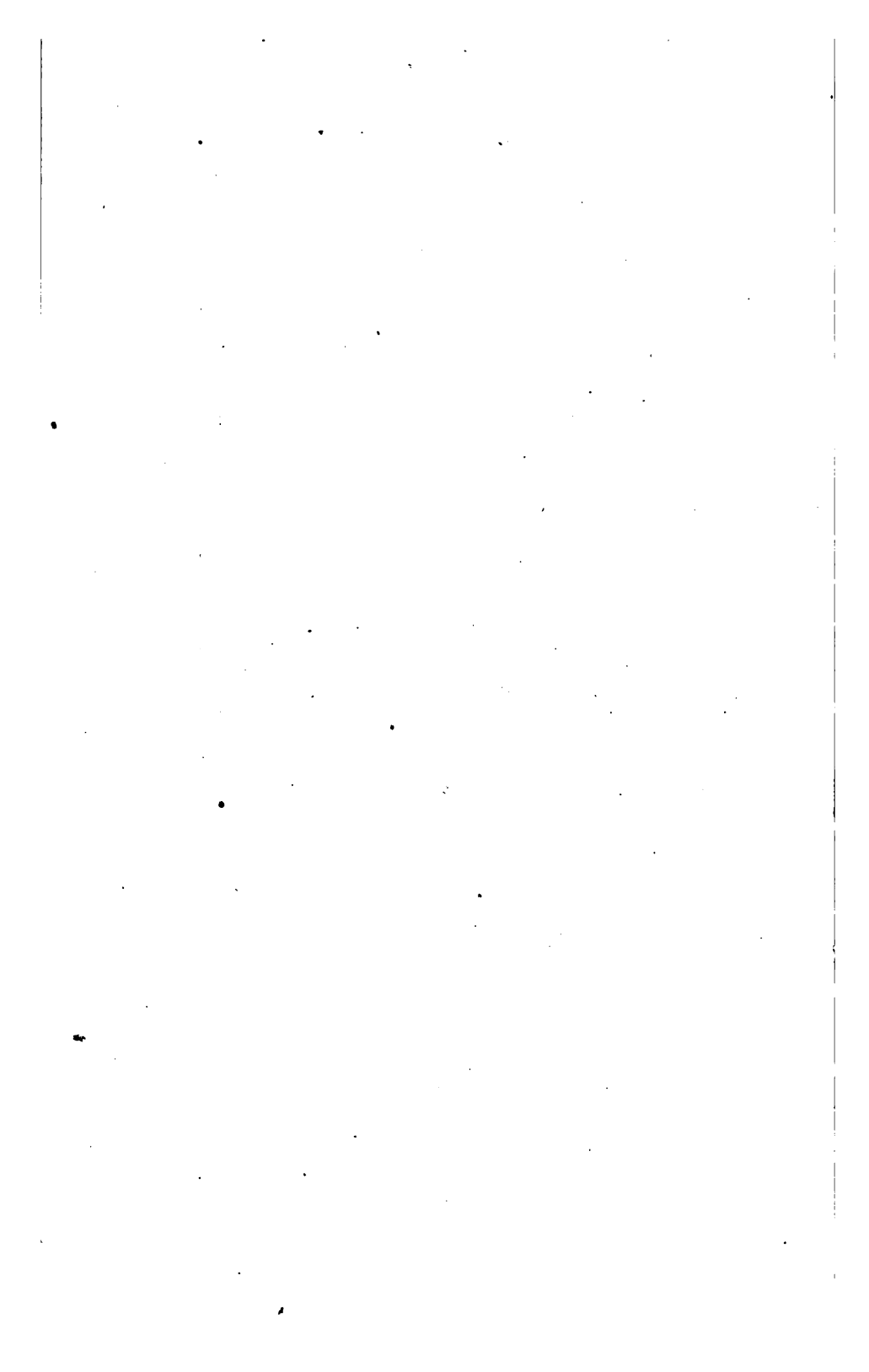
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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION, }
Lansing, December 21, 1863. }

TO HIS EXCELLENCY, AUSTIN BLAIR,

Governor of the State of Michigan :

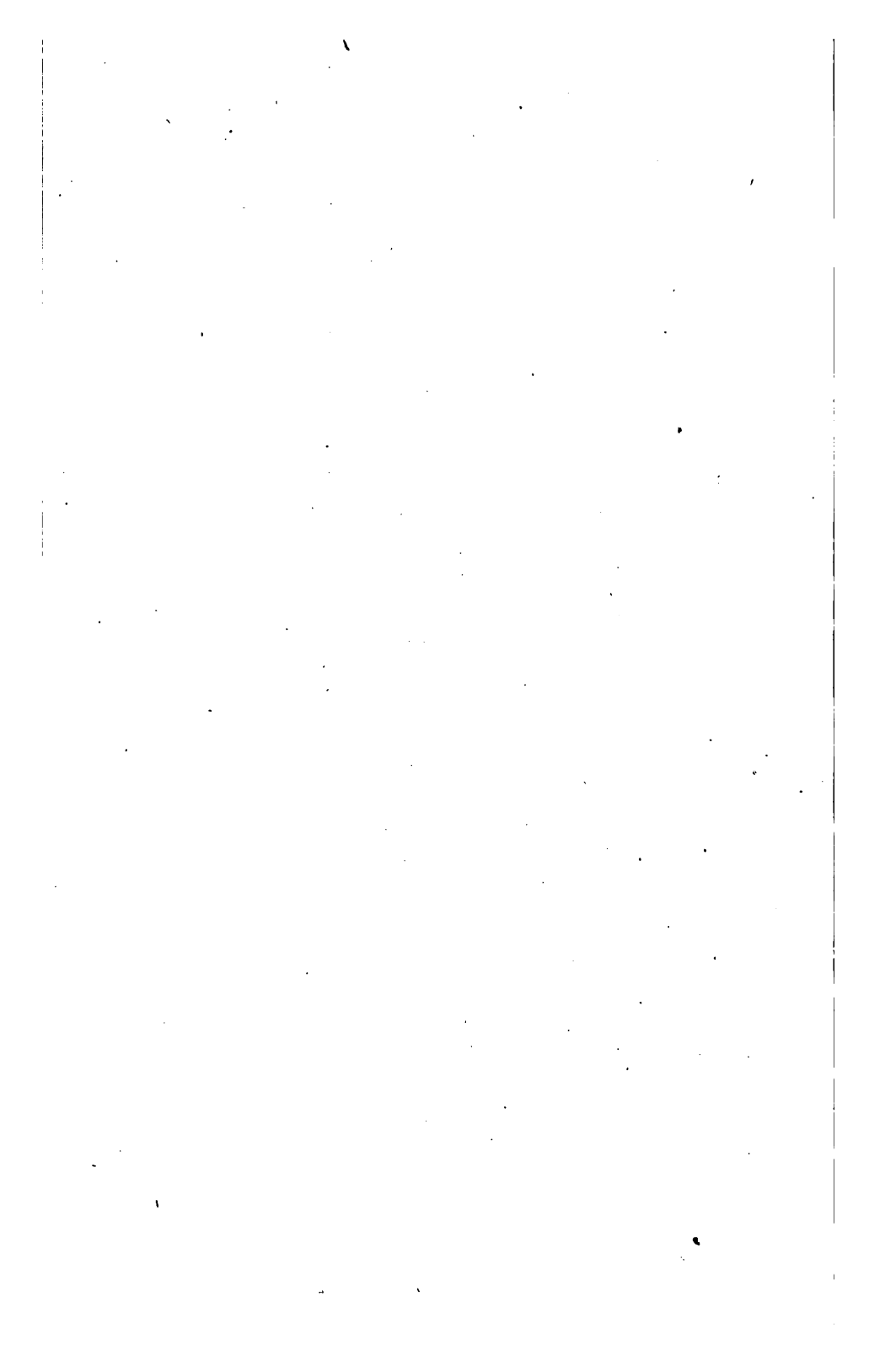
SIR—I have the honor to submit herewith, in accordance with the provisions of the laws of the State, the annual report of the Department of Public Instruction, and the accompanying documents, for the year of our Lord, 1863.

I remain, very respectfully,

Your, &c.,

JOHN M. GREGORY,

Superintendent of Public Instruction.



R E P O R T .

Under the benignant care of Almighty God, our Public School system continues to grow in usefulness and power. The reports of the year show a more than wonted vigor and prosperity in almost every department of the school work. From the district school to the University, the halls of learning are everywhere crowded with pupils, and increasing numbers of trained and skillful teachers are rising to crown with a richer success the toils of the school-room. Public zeal, pausing for a little, to meet the unwonted duties of public defence, has resumed with fresh interest the care of education; free schools have increased, and an unusual number of the larger districts have voted appropriations for the erection of large and elegant school buildings. Thus, in the midst of war, we are preparing for a grander and more glorious era of peace.

Twenty-six years have elapsed since our public school system came into legal existence. Born in the infancy of the State, it has grown with its growth, and kept pace with its expansion. Planting the humble district school among the log cabins of the pioneer settlers, it has swept upward abreast with the rising tide of population and wealth; its first rude huts have given place to more costly and convenient houses, and its scanty groups of pupils have swelled into the multiplied grades of our magnificent union schools. Amendments have been made from time to time, as the light of experience has revealed defects; but the great organic features of the system remain, and we, to-day, have reason to admire the generous hearts and broad views of the men whose devotion and far-seeing sagacity secured to the State so noble a provision for the education of its successive generations. Let it be ours to emulate their

wisdom, not by pausing where they began—adhering, with a false and foolish conservatism, to errors which they themselves would now disclaim, and seeking to retain our school system in the cradle in which they rocked its infancy; but by urging to a grander growth, the institutions which they planted; by unfolding new agencies and elements of power, on the widening field of effort, and by lifting into still nobler application, the great doctrines of public and universal education which they so ably pronounced.

THE UNIVERSITY.

The history of the University of Michigan was concisely traced in my annual report for 1862. Another year has since been added to its career of successful development and public usefulness. The full and able report of the retiring Board of Regents, published in the appendix, exhibits its present condition, and gives, also, a history of the numerous and important changes made in the Faculty during the year. Considerable excitement has attended these changes, but it is a reason for public thanksgiving that this excitement has not hindered the progress, or impaired the prosperity of the institution.

Without wishing to sit in useless judgment upon the course of the retiring Regents, or to influence the action of the new Board, and anxious especially not to minister to an undue and hurtful public excitement, it is still due to history and to the memory of a great scholar and thinker, to record here a fitting acknowledgment of the eminent ability, fidelity and success with which Dr. Tappan discharged his trust as President of the University. Whether at home or abroad, in public or in private, he seemed to have but one great aim, and that was the glory and prosperity of the institution over which he presided, and his name will forever remain indissolubly associated with one of the most remarkable periods in the history of its development.

Happily his successor, Rev. Dr. E. O. Haven, is not a stranger to the State or to the University, and the wide and high reputation earned by him in former years, serves to make welcome his return. His well remembered talent, energy, an

wise public spirit, excite the highest hopes of the success of his administration. A generous people, mindful of the interests of this their chief seat of learning, will warmly welcome, and wisely support whatever efforts he shall make to promote its growth and power.

The attendance for the current year, which has opened since the date of the report of the Regents, is larger than at any former period in its history. The total number of students, now belonging to the different departments, is 857, of whom 218 are in the Law School, 339 in the Medical College, and 300 in the College of Literature, Science and the Arts.

The numbers graduated during the last year from the several departments are as follows: In Law, 45; in Medicine, 34; and in Literature, Science and the Arts, 45; making a total of 124 graduates for the year.

The University having now attained such a magnitude of growth and power, the question ought to be urged, is it doing all it can be reasonably asked to do for the State; is this gigantic power being exerted in all directions possible to it for the public good? A little reflection will convince us that there are at least *two* fields of eminent public usefulness in which its forces may be properly employed, and into which it has heretofore entered but slightly, and as it were by accident.

The *first* of these is the department of military education. The facts of the present and the possibilities of the future of our national history, alike admonish us of the great necessity that our young men shall be taught something of military science. Much as we may love peace, and sincerely as we may hate the bloody butchery of war, we are now learning the sad but inevitable lesson, that the nation which will preserve its liberties and laws, must be prepared to defend them with arms. And who can measure the cruelty and the danger of sending out our untutored youth, under ignorant commanders, to risk their lives on the battle-field! Who can say how many, in this very war, have marched needlessly into "valleys of death" because "somebody blundered"; and who can tell

how near the brink of a final overthrow our country may have come, for the lack of that military knowledge which a long peace had taught us to hold in too light esteem? It is obvious that one of the first and highest duties we now owe to our country and to our children is to introduce everywhere into our institutions of learning for young men, some adequate instruction in military science and art. Especially ought our State University, in which such an army of students is annually assembled, to provide this instruction. No educated young man should henceforth be dismissed from its halls who cannot, if need be, teach his neighbors the military drill, and lead them, if required, to the battle-field to defend their country's cause.

It would have been well if the Legislature had wisely apportioned to the University some part of the large grant of lands given to the State for agricultural and military education; but with or without further aid, we may justly call upon the Regents at once to inaugurate this work. "No measure can be more popular in our State," as said the late President, in his annual report in 1862, and just because the great popular heart is right in this matter. The popular mind clearly discerns the vital necessity and use of such instruction for our youth.

It ought in justice to be stated that the present Board of Regents have been anxious to establish the military department, and some steps have been taken to accomplish this purpose. It is to be hoped that the new Board will be able to give effect to the plans proposed.

The *second* department referred to is that of the Science of Education. Since the University sends forth so many of its students to become teachers, it ought to instruct them in the art of teaching. Since its graduates are sought often for school officers, it ought to give them a knowledge of the theory of schools. The rapid rise into importance and power, of the modern systems of public instruction, the change of the common schools from mere neighborhood affairs to matters of grave governmental concern, and the recognition of them as among

the mightiest bulwarks of public liberty and order, and as potential agencies of national prosperity and progress, have created a new science on earth, and opened a new field of art and enterprise to mankind.

The birth of a profounder philosophy of education has led to the organization of a more philosophical system of graded schools, and to the introduction of more natural and rational methods of instruction. New sciences have been added to the fields of common learning, and the aid of education has been invoked to fit men for new arts and a more scientific industry. A large and fresh field of thought and work is here opened to our educated men, and the old courses of study are no longer adequate to prepare them for their duties to society and the State. Especially ought they, who, as legislators, school officers or teachers, will be called upon to take part in moulding or managing our school system, to be instructed in the fundamental truths and main principles of educational science.

The University owes it to the great school system which it so worthily crowns, to teach educational art and philosophy to its students; and the officers of our public schools may reasonably call upon the Regents to provide for a proper course of instruction in this department.

Nor need the work of such a department stop with the instruction of the proper students of the University classes. It may and should invite others to its course of pedagogic lectures and drills. There is a class of educated men seeking service in the schools and colleges, who will be more naturally attracted to the University than to any other place, to gain the professional instruction needed to fit them for their work.

It is obvious to all who have reflected profoundly upon the subject, that our agencies for the preparation of teachers ought to be greatly increased. The yearly augmentation of the number, and elevation of the character, of our schools render it more and more difficult to supply the large host of educated teachers needed by them. The State Normal School is working up to its full capacity of space and power, and with unsurpassed

energy and success. Why should not the State University lend its aid and do some part of this work, thus linking itself more closely to the mighty machinery of public instruction, and stretching forth its helping hand to the grand task of the universal education of the people? Other colleges yielding to the popular demand and need, have organized their classes for the instruction of teachers. Why should not the State University also extend its broad mantle and embrace the honorable profession of teachers, among the fraternities of learned men to whom it grants the benefits of its instruction, and whom it endows with the renown of its great name?

During the last two years, the Superintendent, to supply in part the lack of such instruction, gratuitously delivered short courses of lectures to the senior classes, and is under engagement to perform a like service for the present senior class. But a labor of so much public importance should not be left to the poor chances of some volunteer efforts.

THE STATE NORMAL SCHOOL.

The annual report of the State Board of Education, which will be found in the appendix, affords a full and detailed statement of the condition of the Normal School. It is but just that I should here bear testimony to the energy and fidelity with which the Principal, and his coadjutors in the Board of Instruction, have done their work. Not content to repeat the past, and to tread again the round of former achievements, they have pressed forward with an intelligent zeal into new fields of effort and truth, and have thus made the Normal School the most progressive, as it was already the most perfect school in the State. Not forgetting to maintain its old character for sound and thorough scholarship, it has pushed its teachings into new and profounder realms of educational philosophy, and has added to its course, drills in the newer and more natural methods of instruction.

A special training course has been organized for such as are already familiar with the several branches of study, and desire only the professional education; and the model school has been

changed into a regular graded school, in which the theory of this great natural system of schools is fully illustrated. Besides the valuable aid which several of the Professors rendered in the State Teachers Institutes, they held at the Normal School building, without extra expense to the State, a Pestalozzian Institute through a session of five weeks, in which instruction was afforded to a large number of teachers for the winter schools.

The whole number of students in attendance at the School the last year was 506, of whom 100 were in the Model School, and 406 in the Normal School proper. The number graduated was 8 gentlemen, and 12 ladies.

THE COLLEGES.

In accordance with the provisions of law, I appointed during the past year, State visitors to the several incorporated Colleges and other institutions of learning, and the reports of such visitors, as far as received, will be found in the Appendix. At the present writing, none of the annual reports required by law from the Trustees of these Institutions, have been received. Should they appear in time, they will be published in their appropriate place in the Appendix.

The pressure of other duties has permitted me to visit officially, only two of these Institutions during the past year; but information derived directly from members of the several Faculties, represent them as enjoying a high degree of prosperity. For at least three of the Colleges, special and well planned efforts are in progress to secure a more ample endowment. Every lover of learning must wish these efforts success, and it is to be hoped that our men of wealth will duly appreciate the golden opportunities here afforded, to do deeds of the most enduring and splendid beneficence—deeds whose far-reaching influences shall linger to bless the generations yet unborn. What a world of good has flowed from the noble benefactions of John Harvard and Elihu Yale, whose moderate, but timely gifts, nourished the infancy of the great and powerful institutions

that now bear their names—of Nicholas Brown and James Bowdoin, whose munificent donations lifted into permanent power, the else feeble Colleges that now preserve their memories. How wise-hearted the glorious liberality of Smithson, and Lawrence, and Peabody, who, recognizing the beneficent might which dwelt in their wealth, poured it out into institutions of charity and learning which shall continue to bless humanity till the very sunset of time. Shall not Michigan, too, have her Harvards, and Yales, and Browns, who shall embalm their names in her infant colleges, and leave behind them, on her soil, perennial fountains of good, to glorify and bless our race? Shall there not be found among her sons, men of liberal soul and of far-seeing wisdom, who will help to plant in her young history, institutions which shall shape her to a grander growth and fill her distant future with the light of a pure and Christian learning?

In former reports I have frankly indicated my own belief that the existence of these Colleges is not an evil, but a good in our State. I am aware that there are those who count them as anomalous and supernumerary in our system of Public Instruction;—as in some sort rivals to our State Institutions, set up by over-zealous sectaries whose efforts we are obliged to tolerate, but ought by no means to assist. It is doubtless true that such a rivalry may have been aimed at by some unwise partisans of these schools, who have not discerned the essential unity and mutual dependence of all true educational enterprises. And it is also true that the rivalry of such institutions might have harmed the State University, in its earlier and feebler days; but those days are past, and the University having now nothing to fear from a rivalry so unnatural and needless, we may discuss calmly the real and public value of these Colleges, and seek to determine the line of a wise and just policy towards them. Certainly it is time that the public mind should settle down to some definite understanding of the question at issue. Passing as we are by giant strides towards a future of magnificent growth—a future when millions shall

crowd our now vacant territories, and our hundred high schools shall become a thousand—it is a question not so much of the present as of coming time, and to be settled not in the light of the prejudices of the past, but in view of the mighty prospective needs of our people.

The assumption of those who have looked with distrust, if not with positive dislike, upon these colleges, is that the State system of public instruction was designed to cover the whole ground, and do the entire work of education—that beginning with the primary schools, the broad base of the system, it should rise through the narrowing circles of public high schools and branches till the whole was fitly crowned with one, great, free university. All grades of education being thus provided for, from the common school to the college or university, there remained no room and no need for any other schools. In their estimation, the erection of other institutions breaks in needlessly and injuriously upon the beautiful symmetry of this pyramidal plan, and endangers its success by their hurtful rivalry.

Men often cheat themselves with their own figures of speech. A pyramid is not, any more than a cube or sphere, a proper pattern for a school system. Schools are living agencies for a great public work; not blocks of marble to be built up in lessening layers and crowned with one immense cap-stone grander than all the rest.

The simple truth is this. If Congress had not granted an endowment in lands, the State would, probably, never have built a college at all. Contented with providing a system of common schools for the common education of the people, it would have left the colleges to be provided as they have been in the older States, by the voluntary efforts of philanthropic and Christian friends of liberal learning. We should, in all human probability, have had no State University to this day; for, even up to this time, no legislature has been found willing to grant it a direct donation for its enlargement or support. But a grant of lands having been tendered by Congress, the

State wisely accepted it, and, with a generous and prudent care, reared with the proceeds, one great and powerful University, which will, it is to be hoped, forever remain, a noble monument of the munificence of our federal government and of the wisdom of the State.

But as the State would never have built even this one institution at its own expense, so it cannot be reasonably expected that it will go on to build others. The only question that remains, therefore, is, shall the men who, under other circumstances, would have founded all our Colleges, be now encouraged to found any additional ones? Or, having got this one without their aid, shall we now repress their zeal and discourage their efforts, and so have only one? Having received one from Congress, shall we refuse to accept others from Christianity?

This is not the first time this question has been before the people of this State. In 1838, at the first session after the adoption of our present school system, the question was gravely brought before the Legislature by the Hon. J. D. Pierce, the first Superintendent of Public Instruction, who had taken pains to collect opinions on the subject, from the most eminent educators of the time, some of which were favorable and some unfavorable to a plurality of colleges. It was with no little solemnity that the worthy Superintendent urged his views against the charter of other collegiate institutions. "When this decision is finally made," said he, "it will not require the inspiration of a prophet to determine whether the State shall eventually assume the first rank in the Republic of letters, by founding and rearing up an institution of noble stature and just proportions, worthy alike of the State and of learning, and equally worthy the name of University; or whether the State shall ultimately sink to a low level in the world of knowledge, having institutions under the imposing name of Colleges, scattered through the length and breadth of the land without funds, without cabinets, without apparatus, without libraries, without talents, without character, and without the ability of

ever maintaining them. If one is granted others must be, and there is no limit. If one village obtains a charter for a college, all others must have the same favor. In proportion as they increase in number, just in that proportion will be their decrease of power to be useful."

Happily, although the Superintendent's views did not prevail, the evils he foreboded have not followed. The University has grown to a grandeur that even he did not anticipate so early, and the Colleges have not been unduly multiplied.

The question which the Superintendent had thus presented, was finally precipitated upon the Legislature, by a petition presented by Hon. Jacob M. Howard to the House of Representatives, the 19th day of January, 1838, "to incorporate the Trustees of Michigan College." The petition was referred to a committee of which Mr. Howard was chairman, who made a majority report adverse to the views of Mr. Pierce and favorable to the College for whose incorporation he introduced a bill. The following extracts from Mr. Howard's report embrace substantially the views of the committee:

"The committee cannot appreciate the force of the objection that by granting the franchises asked for, we encourage others to make like requests. We are of opinion that in this, as well as in other matters coming before the Legislature, it is to be governed by a sound discretion, neither granting nor withholding, without sufficient reason, and keeping constantly in view the general good of community.

"They deem it the duty of the Legislature, not only to prevent all impediments, but to afford facilities to the progress of general education; to speak in words of encouragement rather than of restraint, to those who volunteer to aid it, and not from an overweening fondness for one particular institution, or one particular system, place all others under the ban of power."

To the fear that "the establishment of this or other institutions of the kind, would distract public attention and divert patronage from the University," the committee replied:

"An institution, under the immediate supervision and control of the government, with an endowment of one million dollars, and all the attendant patronage, cannot be prostrated or impeded in its progress by any voluntary association, founded upon individual munificence. The true secret of the success of

every such institution, is found in the enterprise, learning and capacity of those at its head; and where these are wanting, the interests of education, like those of commerce and other branches of business, will assuredly decline.

"It is also urged that by confining the power of granting diplomas to the State University, and withholding its exercise from all other institutions, the State ensures to that University, at all times, a number of students corresponding to its high literary claims, and the wealth of its endowment. We are at a loss to discover the propriety of this restrictive and exclusive principle. * * * It is certainly at war with the well known freedom of American Institutions and American character. * * * We claim that the ancient and time honored system of New England, now extending over almost the whole country, is more in accordance with the genius of the American people than any known system of foreign nations. We are not to suppose that the settled feelings, habits and opinions of a people can be safely disregarded by their rulers, nor that they can be made to bend and quadrate to any and every innovation, which those in authority may dignify with the name of improvements. Still less can freemen be compelled to countenance a monopoly of those benefits which they have been taught to regard as the gift of God. * * * In our own community, there exists every variety of religious and political opinion, and so strong are men's attachments to their own particular creeds, that any legislative attempt to change or modify them by the course of instruction or otherwise; any system which seeks to make all coalesce in one set of opinions, or to inculcate indifference to all, or which erects a barrier to even the caprices of men, must necessarily prove odious and unavailing. Whatever may be the theories of philosophers and speculatists, among the mass of mankind, religion is not supposed to exist without creed, and to use the language of another, 'he is a rash man, indeed, and little conversant with human nature, and especially has he a very erroneous estimate of the character of the people of this country, who supposes that a feeling of this kind is either to be trifled with or despised; it will assuredly cause itself to be respected.'

"One obvious effect of the system recommended will be to drive from the State every young man wishing to obtain a degree, but unwilling from whatever cause to prosecute his studies in the University. The majority of the committee deem it unjust to individuals and the State, to confer on the State University a monopoly of college honors. It is the right of every parent and guardian, and one which we may be assured will be insisted on, to educate his child or ward in his own way; and it is furthermore the right of the student himself, that

the road to literary honors should be opened to him by his own State, in a manner accordant with his own feelings and principles; and it is the correspondent duty of the State, to cherish and encourage all her sons in the way to distinction and usefulness, in order that she may reap her just share of the glory of their achievements. It is made the duty of the Legislature 'to encourage by all suitable means the promotion of intellectual and scientific improvements.' It is conceived that the policy proposed is in conflict with the spirit of this provision, inasmuch as it in a manner disfranchises a large portion of the community. We predict that if it be adopted as the governing rule of the Legislature, it will drive from us a large number of young men, seeking a liberal education, and the usual honors by which it is and ever ought to be distinguished, will engender hatred, rather than create respect for the State institution, and ultimately leave it deserted by all but its immediate government patrons—a place where the idle and curious may and gratification, but devoid of that active, vital energy, which is ever kept awake by peaceful and salutary competition."

The minority of the committee made a report strongly sustaining the doctrines of the Superintendent; but the opinions of the majority prevailed, and in 1839, the Legislature decided the question by granting the charter. The right to build Colleges was established.

In 1855 this question arose again before the Legislature. The new Constitution of the State having forbidden the granting of special charters for any private corporation whatever, and a project being on foot to establish a College at Hillsdale, a general law for the incorporation of Colleges was asked of the Legislature. On the 12th day of January, Hon. Austin Blair presented, in the Senate, a "Bill for the incorporation of Colleges and other institutions of learning." An earnest discussion of the bill ensued, and an effort was made to restrict the power to confer degrees, to the State University, which would, in effect, have banished all other Colleges from the State. No record was preserved of the debates, but the question was again decided in favor of Colleges, a general law for their incorporation passing the Senate by a unanimous vote, and the House of Representatives, by a vote of 54 for, to 14 against it.

Thus far, time, which tries all things, has justified the wis-

dom of the majority. The University has been benefitted rather than injured by the organization of other institutions, and the cause of liberal learning has been promoted by their labors. A little reflection will show that this result is reasonable, and demonstrate that there is no real or necessary conflict of interest between the University and other Colleges.

The chief, if not the only valid argument for one College, instead of several, in a State, is that the concentration of funds and efforts may create one great and commanding institution, while the division of the same funds and efforts among several Colleges, would leave them all small and feeble. This argument assumes, first, that all the College funds and interest in the State can be collected in one great central enterprise; whereas, it is notorious that none of the funds of the private Colleges could be thus collected. They are donated as a special gift to the College whose existence called them forth.

It assumes, also, that there are funds and pupils for only one great and worthy institution; for certainly if we can have two great Colleges, two are better than one. They would more than double the benefits of the one.

The argument has exactly this force, and no more—in the infancy of a State, when men and means are few, it is better to concentrate all efforts, if practicable, on one institution, than to scatter them among several. But when the State has grown rich and populous, and the ability and need exist for additional Colleges, the argument expires by its own limitation, and falls to the ground.

But there is an argument on the other side, of far higher reach and more enduring force. The wider diffusion of high educational facilities, and the grander extension of educational influences and activities, will amply compensate for the larger expenditure of means. Each new institution becomes a centre of light and influence in the region in which it stands, and kindles the sacred love of learning in thousands of minds which had else remained in undisturbed and unblest ignorance forever. It is by no means true, as some seem to believe, that

all the students in the several Colleges might have been drawn to the University. As well conclude that all the business of the several railroads would have found its way to the great Central road, if that had been permitted to remain the sole great thoroughfare of the State. Who does not know that each new road has opened up and peopled a new section of the State, and thus called in and created a business for itself? The Central road, instead of having its trade diminished by the competition of the others, has been largely benefitted by the general growth to which it and they alike have ministered. So, too, by the establishment of other Colleges, the public intelligence has been largely increased, while the University has been helped rather than injured, by their coöperation in the same field. Judging by all the facts that have come under my own observation, I do not hesitate to affirm that for every student these Colleges have retained from the University, they have sent at least three to its halls; while they have educated hundreds of youth who, but for them, would have remained uneducated.

Nor does the argument end here. The mutual stimulation, and reciprocal and wholesome restraints exercised by these institutions over each other, afford no small security for their purity and fidelity. Even their mutual jealousies help to defend the public interests, while their more generous rivalries stir them to higher efforts for public good. I cannot believe that any true friend of learning, after profoundly pondering this question, would wish to confine the entire College work of the State to one institution, however magnificent. But if there are those who still look with regret at the other Colleges now rising into power in our State, let them reflect that the local interests and local pride of the several sections will not permit the shutting up of the entire State to one great central institution of learning. Each great section will certainly demand in time its own College as well as its own railroad. Nor is it reasonable to suppose that Christianity will forget her instincts of

eighteen centuries growth, and consent to hand over to the secular power the grandest of all her fields of labor. She must learn to forget all the traditions of the past, and consent to forego all the promise of the future, ere she shall cease to endow institutions for the education of the young and for the increase of Christian learning. It is the Christianity, not the sectarianism, of the Christian sects, that leads them to build Christian schools, and it is a fact well known that while these schools are Christian, they are rarely or never improperly or offensively sectarian.

Experience has proved that we need not fear an undue and dangerous multiplication of these Colleges. The great law of supply and demand, governing other departments of human enterprise, rules also here. If established before they are needed, they are built only to die. No more will remain than the public want demands, and the public patronage and Christian liberality will support.

I have never believed that one University could ultimately, or for any long time, meet the demand for college instruction in this State. Even now, its classes are crowded for room, although several other Colleges are furnishing instruction to large numbers of students. When the population of the State shall have doubled, and its wealth increased fourfold—when its Preparatory and High Schools, already multiplying so rapidly in numbers and power, shall double the candidates for college instruction, and when, especially, the advancing spirit of liberal learning shall come to prevail, as it will, through all our borders, then we must look to these Christian Colleges to rise up and help the University in its great work. If Germany supports *twenty-four* great Universities, and over four hundred Gymnasias, besides all her normal schools, agricultural, polytechnic, mining and military Colleges, certainly we may look to see other great institutions rising into power and usefulness, to grace our goodly commonwealth with the pure splendors of their light.

In arguing thus this question of higher education, which I

have done not from any especial interest in any of the Colleges now existing, but from a profound regard for the great future of our State, I would by no means be quoted as favoring the hasty assumption of the high name and office of College by small and feeble institutions. That School does a gross and irreparable wrong, which, under the high sounding title of College, allures young men to its halls, and, by reason of its meager and inadequate means of instruction, fails to give them for their four years of toilsome study, the learning they crave. In vain would the cheated intellect cry out to such an institution, "give me back my misspent time—my stolen youth." In vain would society ask of it, "restore me my noblest sons whose promising minds have been hopelessly marred." I am happy in the belief that we have now no School obnoxious to this severe indictment.

It is but just to the Colleges of Michigan to state, in this connection, that while often embarrassed for want of adequate endowments, they represent, through the generous and self-sacrificing spirit of their faculties, a much larger capital than their financial statements exhibit. These Christian teachers not only give their services for salaries of half the ordinary amount paid in wealthier institutions, but they often do double the ordinary work; and thus make the stinted incomes of the institutions they serve, like the loaves and fishes in the great miracle of Christ, to become the abundant food of hungering thousands.

PRIMARY SCHOOL STATISTICS.

The following summaries, collected from the annual reports of the School Inspectors for the year ending the first Monday of September last, exhibit the school statistics for the year. For the purpose of making the comparison easy, the statistics of the previous year are republished in a parallel column:

	1902.	1903.
Number of counties reporting,.....	54	57
" " townships " 	680	692
" " districts " 	4,308	4,375
" " " having graded schools,.....	116	124
" " " reporting over 100 children, and therefore allowed by law to organize graded schools,.....	251	277
No. of children between 5 and 20 years of age,.....	261,323	272,737
" " attending school,.....	207,332	215,479
" " under 5 and over 20 years attending school,.....	9,264	8,590
Average number of months the schools were taught,.....	6.0	6.1
" " " the union schools were taught,.....	9.1	9.0
Average attendance of pupils in months,.....	3.4	3.2
No. of male teachers employed,.....	2,280	1,910
" female " 	5,953	6,905
Total number of qualified teachers employed,.....	8,238	8,815
Average wages per month paid to male teachers,.....		\$23 17
" " " female teachers,.....		12 42
Number of candidates examined by inspectors,.....	7,576	7,408
" " licensed " 	6,936	6,711
No. of meetings of inspectors,.....	8,121	3,052
" visits made to schools by inspectors,.....	5,032	4,813
" townships reporting all the schools visited,.....		377
" " " a part of the " 		156
" " " no visits,.....		180
" districts having free schools, (no rate bills,).....	2,364	2,625
" " which voted taxes to pay teachers' wages,.....		729
" township libraries reported,.....	160	216
" volumes in township libraries,.....	52,060	68,181
" added to township libraries during year,.....		2,782
" district libraries reported,.....	2,289	2,167
" volumes in district libraries reported,.....	101,574	97,886
" added during the year,.....		8,929
Total number of volumes in all libraries reported,.....	153,664	165,867
Districts supposed to have libraries not reported,.....	699	816
Townships " " " 		73
Appropriated from two mill tax for libraries,.....	\$1,912 55	\$2,123 07
No. of townships reporting library moneys from fines,.....	303	260
" supposed to have rec'd fine money, but not rep'ing,.....	188	204
Counties not apportioning the fine moneys,.....		22
Amount of library moneys from fines reported,.....	\$5,434 05	\$5,129 61
Value of school-houses and sites,.....	\$1,773,268 00	\$1,564,858 00
Number of private schools reported,.....		170
" " pupils in same,.....		4,708

SCHOOL REVENUES FOR YEAR.

	1902.	1903.
Moneys on hand at commencement of year,.....	\$ 65,082 99	\$ 85,489 52
Primary school interest money,.....	126,464 16	180,978 59
Receipts from two mill tax,.....	249,984 28	276,535 83
Collected by rate bills,.....	43,292 78	41,200 54
Tuition of non-resident pupils,.....	11,431 68	11,334 13
Raised by district taxes for teachers' wages,.....	84,352 89	106,323 46
" " " for other purposes,.....	161,490 54	126,451 78
Library moneys from fines,.....	5,434 05	5,129 61
Inspectors' fees paid by townships,.....	9,207 00	\$ 8,478 33
Receipts from all other sources,.....		43,308 65
Total resources for the year,.....	\$755,620 95	\$839,279 75

EXPENDITURES FOR THE YEAR.

	1882.	1883.
Paid male teachers,.....	\$321,866 26	\$193,668 49
" female teachers,.....	260,428 81	324,373 83
Total to teachers,.....	\$582,295 07	\$518,042 32
For building and repairing school houses,.....	112,877 96	91,948 84
Paid for books for district libraries,.....	5,040 82	4,208 97
" township ".....		3,219 87
Paid to visiting inspectors,.....	2,808 97	2,801 35
" boards of inspectors,.....	6,468 63	6,676 98
Paid for all other purposes, or not specified,.....	79,859 77	102,798 01
Amount on hand at close of year,.....	\$4,321 92	105,779 13
Total for the year,.....	\$792,601 64	\$834,294 67
Excess of expenditures as reported in 1882,.....	\$36,980 69	
" receipts as reported in 1883,.....		\$ 4,785 08
Reported indebtedness of districts at close of school year,.....		112,083 45

These statistics, on the whole, exhibit a gratifying progress in our school affairs. The variations from the statistics of the preceding year are due in part to greater or less accuracy in the reports; but in the leading items, as the number of children, the length of school terms, the attendance of pupils, and the numbers and wages of teachers, the reports are presumed to be nearly correct. Some remarks on the several departments of the school interests will be offered under their appropriate heads.

The following table exhibits the progress of the School interests for several years past in the leading items of the statistics.

YEAR.	Number of children between 4 and 18 years of age.	Number of children attending school.	No. of Male Teachers.	No. of Female Teachers.	Average No. of Months School.	Amount of Wages paid Teachers.	Amount raised by Rate Bill.	For Building and Repairing School Houses.
1855.....	187,549	142,307	1,000	3,474	6.6	\$295,231 29	\$83,932 84	\$137,120 63
1856.....	203,274	155,116	1,775	3,746	6.0	353,077 76	100,009 49	.....
1857.....	215,928	162,936	2,131	4,605	5.7	423,129 22	121,651 14	161,350 91
1858.....	227,010	175,594	2,326	4,906	6.0	442,226 37	118,098 89	140,491 01
1859.....	237,541	183,759	2,444	4,058	5.6	435,321 27	104,869 20	103,508 45
1860.....	243,684	192,937	2,599	5,344	6.2	467,286 60	67,484 88	124,622 37
1861.....	*254,533	202,504	2,326	6,485	6.1	500,053 66	56,469 29	122,715 00
1862.....	*261,323	207,332	2,380	6,968	6.0	491,293 55	43,202 76	112,877 96
1863.....	*272,739	215,679	1,910	6,905	6.1	518,062 02	41,200 64	91,948 84

* From 5 to 20 years of age.

DIRECTORS' REPORTS.

The importance of the subject demands that some suggestions be offered in regard to the annual report of the school directors, since these reports are the primary source through which all knowledge of the general condition and working of the School system is derived.

By law, the director of each district is required to report annually, at the close of the school year, to the clerk of the township in which the school house is situated, the number, with a certified list of the names, of all children between the ages of *five* and *twenty* years residing in the district, the number of pupils attending school, the length of the school terms for the year, the text books used, the number of qualified teachers employed, the wages paid, and an accurate statement of all receipts and expenditures of school moneys, embracing all collections and taxes, and such other items as the Superintendent of Public Instruction may require. The substance of these reports is copied into the annual reports of the school inspectors, copies of which are sent to the Superintendent's office at Lansing. Here the report for each district is carefully examined to ascertain whether, from the sufficiency of the report and from its compliance with the law, the district is entitled to share in the next apportionment of primary school moneys.

To aid the directors in making their reports, blanks are annually prepared by the Superintendent, and furnished to each district. These blanks are carefully revised each year, and such changes made as the errors discovered in previous reports indicate as needful to enable the directors to make their next reports more full and correct. Thus assisted, no very great skill is required on the part of district officers to fill up these blanks; but although great improvements have been made, and especially the past year, yet many obvious errors still remain which slight precautions would remedy.

COMMON ERRORS IN REPORTS.

The following will afford a view of the character of the errors more commonly committed:

Some omit the two mill tax—some the primary school moneys, and many are known to give the latter incorrectly. Some omit library moneys known to have been received, or give a wrong amount. These errors, known to the department, lead to the presumption that other financial items are omitted, or incorrect.

Some reports acknowledge library funds received, but none paid out, and no moneys on hand; showing either an omission, or an illegal use of the funds. Others report library funds expended, but no books purchased; or books added to the library, and no library funds expended. Many neglect to report any library.

In many instances the report of one year contradicts that of the preceding. In some entire counties, where comparison has been made, it is found that in not over half of the districts is the same amount reported "on hand" at the commencement of 1863, that was reported on hand at the close of 1862.

Some reports show considerable more money expended than received—an impossibility; while others exhibit more received than expended, but nothing remaining on hand. Sometimes taxes voted to be raised the coming year, are reported as received. Some report receipts and no expenditures, and others expenditures and no receipts; some—not a large number—make no report whatever of the finances; some evidently report liabilities that are part paid, as wholly paid, particularly in teachers' wages; some place the "amount on hand" under the head of "indebtedness of the district;" and others report the indebtedness, both as indebtedness and as expended; and some place the receipts for the year under the head of "on hand at the commencement of the year." Some reports, returned to directors for correction, have come back in a more confused state, if possible, than at first. There are some reports where the *prima facie* evidence is strong that the accounts are forced

to a balance. At any rate, there is often positive evidence that accounts that balance are not correct.

Some directors report many more children attending school than there are in the district—counting twice all those who attended both the summer and winter schools. The excess thus reported, however, will probably not more than equal the number which others neglect to report at all. Some report all attending school as being under five or over twenty years of age; some report the average time of attendance more than the entire time of school; and not a few report it the same—the former being absolutely impossible, and the latter utterly improbable, since it would imply the regular attendance of every pupil for every day the school was taught.

SOURCES OF ERRORS IN REPORTS.

It would be absurd to suppose that all these errors occur through the incompetency of the officers making the reports. Some of them are evidently chargeable to gross negligence of their duties on the part of those who have accepted district offices, but are indifferent to the trusts reposed in them. But by far the larger part of these errors are the result of a too general failure to keep the proper records and accounts during the year.

The teacher's register of daily attendance, often imperfectly kept, is not properly preserved by the directors after the rate-bill is made out, and in some cases no such register is kept, because the school is to be free. The law positively requires a full record of the names, ages and daily attendance of the pupils to be kept, whether there is to be a rate-bill or not, and such record is indispensable in filling out the annual report.

Even a greater laxity of usage prevails in keeping the proper money accounts of the districts. In not a few districts no accounts at all seem to be kept. The moneys belonging to the district are left in the hands of the township treasurer till they are wanted for the payment of the teacher, or for other uses, and then orders are given directly on the treasurer in favor of the party to be paid. Thus the township treasurer is made to

act as treasurer of the district, and no account of the school moneys being kept in the district, no correct report of its finances can be made by its officers. The several funds belonging to the district—such as the fund for payment of teachers, the library fund, and the fund for incidental expenses, and building—are illegally paid out for other purposes than those to which they belong, and opportunity is afforded for frauds and serious losses.

THE REMEDY.

The following suggestions ought to be urged upon all those who are intrusted with the care of the schools. In the *first* place let the district board see to it that the teacher is provided with a properly prepared register, and that full and accurate record is made of the age and daily attendance of each pupil. Such a record promotes regularity in attendance, and is essential for the safety and prosperity of the school. It is the only means of supplying to the State and to the tax payers, the evidence they have the right to demand of the successful working of the school.

Secondly, all the school funds of the district should pass through the hands of the district assessor. He is the legal treasurer of the district, and should receive and pay out all its school moneys. His books, if properly kept, would be a complete record of the annual resources and expenditures for the school and library, and would enable the school board and citizens to gain at any time a clear understanding of the financial condition of the district. It is true a considerable part of the funds come through the hands of the township treasurer, but he was never designed to be the treasurer of the district, and the irregular and too common practice of making him serve as such leads to great confusion in the district accounts, as well as in the annual reports.

The moderator and director, having taken the assessor's bond, as required by law, should, at the proper season, give him warrants upon the township treasurer for all school and

library moneys belonging to the district. They should then pay any indebtedness of the district by orders drawn on him, stating in the order what this payment is for, whether for teachers' wages, for incidental expenses or for library; that the assessor may know from which fund to pay the same.

Each district has two or three distinct funds which cannot be legally paid out for any other purposes than those for which they were raised, viz: The teachers' fund derived from State primary school fund and from two mill tax, together with any tax voted by the district for this purpose; the district library fund, in case the district has a library, derived from fines collected in the county and from such part of the two mill tax as the township may have voted for that purpose; the incidental fund, consisting of any moneys raised by district tax for the payment of incidental expenses; and sometimes a building fund. The assessor should open separate accounts in his books with each of these funds, charging each with any moneys received for it, and crediting each with the moneys expended from it. He should also carefully preserve the orders on which he has paid out any moneys, as his vouchers for such payment.

The director, also, should keep a record of all accounts audited, and of all orders drawn on the assessor, as also of all expenses incurred by himself on account of the district. The accounts of these two officers will serve as mutual checks, and will afford the exact information required to fill up the annual report. The importance of this method of proceeding may be conjectured from the fact that no other corporation or business firm would consent to any less particular system of accounts. In most of the larger union districts, this or a similar plan is pursued, and the law designs it to be universal.

I have dwelt at some length and with considerable particularity upon this matter, because of its importance to the districts themselves, and to the entire school system as represented and aided through this department of the State government.

Is there not just reason to fear that the character of the annual reports is a too faithful criterion of the fidelity and zeal

with which the reporting officers discharge all the high trusts reposed in them by the districts; and that the gross negligence in reporting the school work of the year is but the natural result and fair index of the shiftless and inefficient way in which this work has been carried on? As far, at least, as my observation has extended, good and zealous school officers make full and accurate reports.

BAD APPORTIONMENT OF SCHOOL MONEYS.

I cannot refrain from calling attention again to the bad system of apportionment of school moneys in use in the State, as evidenced by the statistics before us. It appears that the aggregate amounts provided the past year for the payment of teachers' wages, from the primary school fund, the two mill tax, the special taxes raised by the districts for this purpose, and the tuition paid by non-resident pupils, was *five hundred and twenty-five thousand, two hundred and twenty-one dollars and ninety two cents*. The total amount actually paid for teachers' wages, was *five hundred and eighteen thousand and sixty-two dollars and two cents*; showing a balance after paying every teacher employed in the State, of *seven thousand one hundred and fifty-nine dollars and ninety cents*. In other words, had every school been made free we should still have had a surplus of \$7,159 90 left on hand. And yet 1,740 districts were cursed with the odious rate bills, and \$41,200 54 were needlessly collected by this tariff on schools, which both our written constitution and the genius of our institutions demand shall be free to every child in the State. And the evil wears a sadder aspect when we reflect that, for the most part, the heavy burdens of these rate bills fall upon the small and feeble districts which are least able to bear them. In the annual report of the year 1862, this matter was urged upon the attention of the Legislature, and a new plan for the apportionment of the two-mill tax was recommended—which was the equal division of one-half of the proceeds of the two mill tax among the several districts in each township, without regard to size or population,

and the apportionment of the other half to those districts in proportion to the number of children. This plan, after careful consideration, was unanimously approved by the educational committees of both Houses; but it failed for reasons not easy to be seen, to pass into a law. I cannot, without gross neglect of my duty to the public interests involved, refuse to call again the attention of both the people and the Legislature to this subject. The statistics I have presented, are a most impressive argument for the reform urged. Some remedy must be speedily found, or a most unfortunate reaction will arise against the two mill tax and a disastrous repeal be gained of this needful support of our schools.

While I have much faith in the equity and expediency of the plan of apportionment proposed, which agrees very nearly with the plans adopted in New York, Massachusetts, and some other States, I shall cheerfully concur in any which affords the aid needed by the feebler districts and prevents a useless accumulation of funds in the larger and richer ones.

It would doubtless be better, and, in the end, more economical as well as more equal, if the popular sentiment would permit the change, to make the two mill tax a county or even a State tax like the school tax of New York, instead of a township tax; or better still, to adopt the township school system explained in the annual report for 1862.

DISTRICT AND TOWNSHIP LIBRARIES.

In former reports, I argued at considerable length, the vital necessity and great value of these libraries, and I can only reaffirm with new emphasis, the views before presented. It must however, be confessed that the majority of the people do not seem to hold them in high esteem. Meagre sums are appropriated by the townships for their support, while in a majority of the townships the matter is neglected entirely. The interest in the libraries seems to be fitful and short-lived, both in our own and older States; and a few friends of education,

yielding to a hasty and ill-considered opinion, would dispense with them entirely.

In this State, many are ready to charge the decline of the libraries to the change from township to district libraries; not remembering that formerly the township libraries were loudly and almost universally complained of as ineffective and worthless, and that they were emphatically condemned by the popular vote, which at a single election, in 1859, abolished them in two-thirds of the townships throughout the State. "When we had township libraries they amounted to something," cry these forgetful people, "but the district libraries are small and worthless." A little while ago they clamored against township libraries; to-day they clamor against the district system.

"So when a raging fever burns,
We shift from side to side by turns,
But 'tis a poor relief we gain,
To change the place but keep the pain."

It will be well if the State is not deluded by these cries to repeat a round of useless experiments, by returning to old and exploded theories.

The township library system was tested faithfully, and for years. The sum of twenty-five dollars, in addition to the fine moneys, was annually appropriated in each township, being upwards of \$12,000 annually for the State, for the purchase of books. At first, each district was allowed to draw quarterly, its quota of books, thus making temporary district libraries; but it was found, as might have been easily foreseen, that many directors would not take the trouble to go each quarter, to the township library for the books; while others drew them but failed to return them, and so the libraries were in danger of being utterly scattered and lost. Then the law was modified so as to permit the Inspectors to suspend the distribution to the districts, and to permit readers to draw books directly from the township library. This was found to confine the advantages, practically, to persons living in the immediate vicinity of the library, while in the distant districts, the books were never seen. But a worse evil grew up in the systematic

plans of peddlers to palm upon the libraries a mass of cheap, trashy, and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few libraries were well selected and well kept; but so valueless for public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change.

An act was passed, in accordance with numerous petitions, authorizing the townships, by a popular vote, to distribute their libraries permanently among the districts. Out of 537 townships 350 at once voted the change, and by large majorities. But unfortunately the same legislature that authorized the change of system, took away from the libraries all regular support. The district libraries were thus left to starve from their birth, or to depend upon the uncertain and fitful support that the township might appropriate. The districts owning them could not vote a dollar to buy books, except in the hurry and bustle of the annual township election day, and by a general vote of the township. The result was easy to be seen. In a few townships, strong and influential friends of the libraries have succeeded, against all opposition, in carrying the appropriations; but in the great majority of cases, the matter is either entirely forgotten, or successfully opposed, and these important agencies of public education are left to waste away. To base an argument against district libraries, on their inutility and decline under such a system, is as unjust as to condemn a dying man for his idleness.

If the apparent estimate of a majority of the people as thus indicated by the failure to vote library appropriations, is to be taken as an evidence of the real value of public libraries, we might well doubt the propriety of seeking to maintain them; but when we reflect how slow the common schools grew into popular favor, we may wisely wait for the "sober second thought" of the people. Were it not for the strong stimulus of the public school moneys, hundreds of districts would even

now, go without schools for years: offer a similar stimulus to the libraries and every district would maintain one as certainly as it does its school.

It is on the testimony not of the multitude of districts which never had, or never properly maintained, good libraries, but of the few that have thoroughly tried and proved them, that the evidence of their usefulness rests. It is certain that our best and most enterprising districts are universally in favor of libraries, and count them as important, if not indispensable, adjuncts of their schools. It is possible that we may need to wait for the growth of a wiser and more intelligent public sentiment to support them universally; but the day will certainly come when the district library will be considered as necessary an agency of public instruction as the district school. Wise men will not long continue to neglect the aid of literature—one of the mightiest and surest and cheapest teaching forces in the world. The great writers will be allowed to assume their rightful place among the great teachers of mankind.

AMENDMENTS OF THE LIBRARY LAW.

Two important amendments concerning libraries were enacted at the last session of the Legislature. The *first* made it obligatory upon the school officers to expend their library money each year, and to purchase books, under the State contract, when not otherwise ordered by the district or township; the *second* allowed districts to expend their surplus funds for libraries, after having maintained a free school eight months in the year.

Two other amendments are very much needed; *first*, to require the districts, instead of the townships, to set apart some portion of the two mill tax to be appropriated for the support of the library; and *second*, to create a State library fund, analogous to the State school fund, either from a collection of all the fine moneys into such a general fund, or from some other source, the proceeds of which shall be annually apportioned to the districts maintaining district libraries, on condition of their

raising a similar amount for the purchase of books. Such a law would incite every district to a steady effort in the support of libraries, and make libraries a permanent and potential part of our school machinery.

I have been induced to renew this discussion of the library interests by the pressing and painful conviction that, without speedy and energetic action, these valuable and important instruments of education will utterly disappear from large numbers of the districts.

STATE TEACHERS' INSTITUTES.

Eleven Teachers' Institutes were held during the year, under State patronage, as follows, viz:

Spring Series.—At Hastings, beginning March 23d; at Jonesville, March 30th; at Ionia, March 30th; at Grand Rapids, April 6th; at Utica, April 6th; and at Brighton, April 13th.

Autumn Series.—At Detroit, beginning August 31st; at Dowagiac, August 31st; at Galesburg, September 7th; at Sturgis, September 14th; at Maple Rapids, September 21st.

The average attendance at the Institutes of the spring series was larger than at any former series ever held in the State. The attendance at those of the autumn series was considerably less. The highest interest was manifest in all the exercises, and both teachers and school officers expressed much gratification with the work done. There can be no doubt of the eminent public utility of these agencies for the training of teachers.

The records not being at hand, the exact number of teachers taught in the several Institutes cannot be given. The total number was over *fifteen* hundred.

Public thanks are due to the generous efforts of local committees and citizens to provide needful accommodations for the large bodies of teachers that have been assembled at the several Institutes held. Without such aid it would be impracticable to carry on these enterprizes with any considerable success; and this generous and gratuitous help, so freely rendered by the people to the school system, demands the gratitude of

the State. It is hoped that the local advantages often derived from the presence of the Institutes, will in a considerable measure, compensate for the local expenditures made by the people to sustain them.

It is evident that the work of training teachers must go on as long as our school system stands. The great and vital want of the system is that of a sufficiency of well trained and skillful teachers. And when it is reflected that we introduce annually from 1,000 to 2,000 new recruits into the service, it will be seen how vitally important it is that we shall maintain in full vigor, our teachers' classes and institutes.

It would add something to the efficiency, and secure the still wider utility of the Institutes, if a more general and active coöperation of the township and district school officers were given to them. They should aid to secure the attendance, if practicable, of all the teachers in the vicinity, and I earnestly recommend that teachers actually engaged in schools, be allowed to dismiss their schools, and required, if necessary, to attend the Institutes held in their neighborhood. Their increased efficiency will more than compensate for the small loss of time incurred.

EDUCATIONAL FUNDS.

The condition of the School funds is eminently prosperous and gratifying. Large payments have been made by the holders of the school lands, and unusually large sales have been effected of new lands.

The principal of the primary school fund amounted, the 30th day of November, 1862, to.....\$1,679,136 66
 The sales of lands for the year 1863, amounted to. 61,594 43
 Amount of forfeitures,..... \$8,559 21

Total am't of fund, Nov. 30, 1863,.....\$1,732,171 88

The income of the fund for the year was \$121,118 94. The increase over the income of the preceding year was \$5,990 03. The amount apportioned to the schools for the year (\$130,-

978 50) was considerably more than the income, embracing a balance from the preceding year, not received in season for the apportionment of that year. The apportionment amounted to 50 cents for each scholar enrolled in the school census, but it will be readily seen that with the large annual increase of children, this rate may not continue, though, with the accumulation of moneys from the sales of swamp lands now decided to be due to the primary school fund, the same rate may be reached the next year.

Although the laws of 1857 and 1858 devoted to the primary schools a portion of the proceeds of the sales of swamp lands, no moneys have ever been apportioned from this source to the schools. The conflicting provisions of the two laws, and the additional confusion occasioned by the numerous grants of swamp lands to roads, had rendered it difficult to decide upon the amounts due under the grant. Grave and important questions had arisen to perplex the minds of the officers charged with the administration of the laws, and on consultation it was deemed advisable to submit the entire case to the Supreme Court of the State—which was done on an application of the Superintendent of Public Instruction for a mandamus upon the Auditor General for the payment of moneys due the schools from the swamp land fund. The decision of the Court was rendered the 5th day of December, 1863. By this decision it was settled that “no appropriation attached under the laws of 1857 to anything but the proceeds of lands when actually sold; and the State was not thereby precluded from making any provision which might be deemed expedient concerning future sales;” “that the law of 1858 did not therefore impair any constitutional right of the school fund, and that no more than 50 per cent. can be claimed on sales since made.” By the law of 1857, 75 per cent. of the entire proceeds of the sales was given to the school fund, the expenses of sales being subtracted therefrom. Under the law of 1858 this amount was reduced to 50 per cent. of the net proceeds of sales. It cannot be ascertained at this present writing how much has accrued to the

school fund under these two grants; but as the policy of "swamp land roads" was introduced speedily after the sales commenced, and almost entirely suspended such sales, the amounts realized from this source will prove comparatively small and unimportant.

The income of the University fund for the year ending Nov. 30, 1862, was \$38,063 31.

The income of the Normal School fund, for the same fiscal year,	
was,	\$4,369 98
Annual appropriation for the same,	6,500 00
Total,	<u>\$10,869 98</u>

THE INSPECTION OF SCHOOLS.

The inspection of the schools, under our present system, is very irregular, and, there is reason to fear, in most cases, very ineffective. Of the 693 townships reporting, 160 report no visits made to the schools; 156 report a part of the schools visited, while only 377, or a little more than one-half of the whole number, report all the schools visited during the year. The comments made by the visiting Inspectors, in the annual reports, show evidences in some instances, of close observation and a discriminating judgment; but in very many cases the sweeping censures, or unqualified encomiums, pronounced upon all the schools equally, excite the suspicion that the visits made were both very cursory and very useless, and that the visiting officer was but poorly fitted for the delicate and important work committed to him.

A wise and thorough inspection of the schools is absolutely essential to their safety and success. In no other way can they be assured against the presence of incompetent, or idle and unfaithful teachers, and guarded against the mistakes of inexperienced or careless ones. The visit of an intelligent Inspector, who fully comprehends his work, may be of incalculable value in correcting evils, encouraging good, suggesting improvements, and exciting both teacher and pupils to greater

diligence, and higher aims. I have known a single visit of a skillful and intelligent officer to change the entire character of a school, introducing new and better methods in teaching, kindling an active zeal in learning, and turning an idle and listless school into a scene of the liveliest interest and activity.

It is difficult to suggest rules by which an inexperienced and incompetent visitor can make his visit of much value; and the thoroughly furnished Inspector scarcely needs such rules. But there are certain important points to which every visiting Inspector should give heed:

1st. He should look narrowly to the character and condition of the school-room. He may not be able to secure a repair of its broken walls or ruined floor, nor to get it properly ventilated and warmed; but he can sometimes procure a rearrangement of its seats to make them more convenient, and, at any rate, he can by a few kind but earnest words of advice, urge the teacher to keep it clean and in order, as a necessary condition of an orderly school.

2d. Let him have a keen eye for the indications of good government—the order and system maintained by the teacher, and the prompt and quiet obedience of the pupils. In a well governed school, not only will there be a general quiet throughout the room, but the work of the school will go on with system and regularity. Each class will have its regular hour, and will, at the signal, rise promptly, and move in order to the place of recitation. The exercises will not be broken in upon by the calls of pupils outside of the class, nor by the efforts of the teacher to repress mischief and restore order in the other parts of the room. The teacher will neither scold nor threaten, and the pupils will sit and work in a cheerful and easy quietude, as far from the constrained and awkward silence of fear, as it is from the lawless license and riot of ungoverned disorder. Reflecting that good government is the first and fundamental condition of a good school, the skillful visitor will wisely counsel with the teacher as to any faults he may have observed, and seek to aid him in the introduction of better rules, by the re-

commendation of some more systematic arrangement and order in the school work. The force of perfect system is mightier than the force of the rod in the government of a school.

3d. The methods of teaching will receive the most earnest and careful attention of the wise visitor. There is a lazy and shiftless way of teaching, fallen into by many teachers, which consists in a mere unthinking reading of the questions in the book, in their order, to the member of the class taken in one invariable round, and patching out the mumbled and mutilated replies; and then, after assigning the next lesson, dismissing the class. Such an exercise is almost utterly useless. The aim of a good recitation is threefold: 1st, to ascertain that the class have thoroughly studied the lesson both in its form or language, and in its substance or thought; 2d, to drill them by rapid and varied questionings in the facts, formulas and operations contained in it; and 3d, to awaken their minds to the subject, and lead them to a thorough understanding of it. A good class exercise will be clear, distinct, thorough, lively to eagerness, interesting and generally short to avoid flagging and weariness. More questions will be asked out of the book than in it, and will never be given to the pupils in the order in which they sit or stand. No replies will be accepted that are not clear and correct, and no hints to start with or patching at the close will be offered by the teacher. The pupil will be required to stand on his own knowledge of the lesson, and to exhibit independently just how much he knows of it.

To correct errors here, and to introduce new and happier methods, the experienced visitor will give his best efforts. His largest knowledge of schools and of teaching will be needful to enable him to detect the defects that exist, and to offer the remedies required.

4th. The moral condition of the school, as exhibited by the conduct and language of the pupils, on the play ground as well as in the school room, is another point demanding the careful attention of the inspector. If the pupils are quarrelsome, and profane, or excessively rude and vulgar in habits—

if they are indolent, untidy, untruthful, or eye-servants, negligent of duties and disobedient to authority, then the school is indeed sadly defective, and full of deadly peril both to the character of the pupils and to the peace of society. The cure of these disorders is often difficult, and to be accomplished only by long and patient efforts; but the teacher who suffers such evils to exist, and does not labor earnestly, and by all proper methods, to eradicate them, is unfit for his place and should be speedily dismissed. The chief forces available for the moral education of a school are: 1st. A good government, which maintains and teaches good order and obedience to rightful authority and to duty; 2d. Neatness of rooms and of persons, inspiring self-respect and decency of habits; 3d. A general politeness and courtesy of manners and address maintained between the teacher and pupils and among the pupils themselves, aiding to soften down the temper, and to promote kindly feelings; 4th. The reverent reading of the bible at the opening of school, accompanied by prayer, if the teacher chooses, to cast the influence of its high sanctions on the consciences of both teacher and pupils; 5th. The reading frequently to the school of stories of the virtuous and heroic deeds of noble men and women, to inspire like sentiments in the susceptible mind of childhood; 6th. The clear explanation to the school, and, as much as practicable by question, leading the children themselves to the discovery, of the nature and wrongfulness of each vice, and of the obligation and benefit of every virtue; 7th, and finally, the administration of proper penalties for the faults, and of proper approval for the right doing of the pupils themselves. Learning loses all its higher values when linked to vice, and the thoughtful visitor will count it his highest duty, both to the school and the State, to watch narrowly the moral influences that are at work in the school room.

5th. The condition and use of apparatus, blackboards and maps, will also attract the attention of the visiting inspectors. The power of visible illustration is difficult to be overstated. The pupil of the eye is the only pupil never addressed in vain.

The introduction of the blackboard has revolutionized modern teaching, and the teacher skilled in its use can scarcely fail as an instructor.

6th. Let the visitor also examine the daily roll or record of the school, both to ascertain its condition and its correctness in manner, and also to learn from it the degree of regularity in attendance. Often the young teacher can be aided, by a few suggestions, to better methods and greater accuracy in keeping the register.

7th. As the inspector is intrusted with the oversight of all the educational machinery of the districts, he should examine also into the condition and general usefulness of the district or township libraries. He should advise as to the selection of books, and as to the general management, and urge the teacher to promote their wider use. An inspection of the librarian's record will tell him how extensively the books are loaned and read.

The best time for visiting schools, will be found to be shortly after the term has opened. Two or three weeks may be allowed in which to get the school organized and to show the effect of the teacher's plans. A visit then will enable the Inspector to judge of the value of the work that is being done, to nip in the bud any evil practices or errors which are likely to mar the usefulness of the school, and to offer any suggestions needful for its improvement. A visit made near the opening of the term is of twice the utility of any made at the middle or latter end. It would be better still if a second visit could be made near the close to observe the progress made, especially if both teacher and pupils were looking forward to such second visit from the time of the first.

The Inspector will do well to secure, if possible, the presence and coöperation of the District Board in his visits. Not only will the district officers be brought, by this means, into a closer acquaintance and clearer knowledge of their school, but the Inspector will secure the opportunity of counselling with

them as to the improvements desirable to be made, and to urge upon them the wants and necessities of the school.

THE SCHOOL LAWS.

The edition of the volume of School Laws issued in 1859, being nearly exhausted, and many important changes having been made since that date, in the laws themselves, a new and revised edition has been prepared, and will be bound in the same volume with this report.

In order to facilitate the work of the several school officers who act under these laws, a compendium or codification of their substance has been prepared with great labor and care, presenting under the more important heads, all the provisions of the law scattered through the successive enactments of many years. This will render it easy to find at once, and with certainty, the entire provisions of the law upon any desired topic.

In addition to this, the explanatory notes have been carefully revised and considerably enlarged, embracing the decisions made by the Superintendent, as to the construction of the law in many of the cases arising under it.

SCHOOL ARCHITECTURE.

In compliance with a resolution passed by both branches of the Legislature, the Superintendent has prepared several plans for school-houses, to be published with the volume of school laws. These plans embrace a complete series, adapted to all the several grades and classes of schools known to our public school system. It has not been attempted to furnish a great variety of plans for any one grade, but to give at least one good plan, with such explanations and specifications that any good architect can readily understand and use them. Great care has been taken to present plans in which all the conditions of space, light, warming and ventilation are properly cared for; and although it is not expected that these plans will be accepted as perfect, or escape criticism, yet if adopted, they will give convenient, healthful, and economical buildings, well adapted to the high uses for which they are constructed.

Building committees may still be obliged to resort to architects for working plans and specifications for some of the buildings, but they will be found useful as exhibiting well approved plans for good school-houses. They might be generally adopted with much advantage, and thus prevent the erection of the ill contrived, inconvenient and unhealthful houses too often erected in our districts.

VISITING INSPECTORS' REPORTS.

In the blanks prepared for the annual reports of the school inspectors for 1863, the attention of Visiting Inspectors was asked especially to the following topics, and a space left for their reports thereon:

"1st. The condition of school houses, and their sufficiency in size and convenience; kind and condition of school apparatus, outline maps, &c.;

"2d. Condition and usefulness of township or district libraries. Are the books well selected and much read? What can be done to improve the libraries?

"3d. General condition and progress of the schools, as seen, in the *good order, morals and behavior, thoroughness in scholarship, and in punctual and regular attendance.*"

From many of the townships no response was returned; the visitors either having nothing to reply, or lacking time or inclination for the task. From a considerable majority, however, reports were made; some meagre and without any value, but many written with evident care and thoughtfulness, and containing facts and suggestions of much interest and value. An endless variety and hopeless discrepancy of opinions were presented, and conclusions the most opposite were drawn from facts common and familiar. The following extracts exhibit some of the most striking and characteristic of the reports under the several heads:

1st. *The condition of school houses, &c.* From Allegan county the inspectors in a township of eight districts, say: "The houses in Nos. 1 and 2 are good frame houses, comfortable, and

large enough for their respective schools. The other districts have log houses, not suitable for a winter school; but districts 5 and 8 have contracted for frame houses, to be finished the present year, at a cost of \$350 each." Another says: "Five of the eight school houses in this township are not less than 24 by 32 feet, with from ten to twelve feet between floors; therefore, good country school houses." Another representing four large districts, says: "The school houses have been hitherto in a poor condition, but are improving every year."

An inspector in Barry county, speaking for seven districts, says: "Some of the houses are good, and some of them miserable log huts, totally unfit for school purposes." Another pronounces five of the eight houses "very small and poorly located." A third writes: "Of the nine school houses in town, but two are frame, which are nearly new and in good condition, amply sufficient in size, and very convenient. The other seven are the usual log houses." In a township with ten districts and 509 children, the inspector says: "The school houses are all new, or nearly so; and with one or two exceptions, are of good size, and convenient in arrangement."

In Berrien county, an inspector says, three houses are large enough, two are tolerably convenient, and one very inconvenient. Another district with no house, is preparing to build. Another inspector says: "The school houses of Nos. 1, 2, 4 and 5 are large commodious frame buildings, well fitted up with desks, benches, &c., and are well ventilated. No. 5 has a log building, properly fitted up, and of sufficient size for present wants. In No. 6 they intend building this fall." An inspector says of a district having 81 children: "Its school house is not worth anything."

An inspector in Branch county describes the school houses there: "No. 1 has a good house, large and commodious; No. 2, very small and bad; No. 3, large, very cold and poor; No. 4, they have no house, but intend to build next spring; No. 5, a new house; No. 6, they have sold the old house and voted money to build a new one; No. 7, rather poor."

An inspector in Calhoun county says: "There are ten districts in the township. Six of the school houses are creditable structures, well arranged internally; the others are worthless."

In Cass county an inspector, in a township with eight districts, writes: "We find school houses in poor condition, with rare exceptions, insufficient in convenience, kind and condition." Another reports "a variety of school houses—some very good, and sufficiently accommodate the pupils; others are kept barely tolerable during the school terms."

An inspector in Clinton Co. reports: "Districts 5, 8 and 9 have good one story frame houses, very pleasantly situated. The people take pride in having them kept clean and comfortable. No. 7 has no house. The school is kept in an old dilapidated building which will not shelter the scholars from the storm. No. 10 has a thing made of logs which they call a school house. It is unhealthy and unpleasant. No. 6 has a large two story frame school house. It is getting old, but is large and quite pleasant."

From a town with nine districts, in Eaton county, the inspector says: "All of the school houses are not in good condition. Three are getting dilapidated and should be replaced with new." Another says: "The houses in general are sufficiently large, but in bad repair." One writes thus: "There are three frame houses; two of which are good in size and comfort, the other small and uncomfortable. The other two are of logs, one of which is more fit for a *stable* than a school house."

From a town in Genesee county an inspector writes: "There are nine school houses in this town. Six of them are fair houses. One is a nice house, well and finely built. The pupils sit facing the back end of the house—stove in the front end—blackboard, hard finish, across the back end—four ventilators, blinds, weights and pullies to the windows. Yard, one acre of land well fenced. Three of the houses are small and inconvenient." In a town with nine districts the inspector says: "The condition of the school houses is wretched. They are totally unfit for the purposes indicated in their erection. Most

of them are nothing but logs, cobbled up and in a dilapidated condition."

In Gratiot county one inspector says: "Some of the districts have good houses, and the schools in them are very well conducted, while others are very deficient for comfort and convenience."

In Hillsdale county, an inspector writes: "Most of the houses are in good condition, sufficient in size for the scholars in each district, (will seat from forty to fifty at desks) and not one but where the teacher can step to the side of any scholar without disturbing his seat mate." Another, in one of the richest towns, with eleven districts, says: "School houses—one good, two or three passable, balance poor; none as convenient as they should be.

From Ionia county an inspector reports: "The school houses (seven) are mostly rude log cabins; and those that take upon themselves the aristocratic name of *frame* are, upon the whole, worse than the log cabins; i. e. too much ventilation, and too much music from swinging clapboards, creaking doors and shaking window casements." In a town with ten districts, an inspector says: "Our school houses are generally small and inconvenient—but four of them frame houses. But they are raising money in three districts for the purpose of building new ones of which we shall not be ashamed."

In Jackson county, an inspector in a town with eleven districts, says: "Five of our houses are good, of good size and convenient. All others are in a bad state. But some of them are striving to build anew." Another reports: "Our nine school houses are very deficient in regard to size and convenience."

The visiting inspector in the township of Brady, Kalamazoo county, makes the following report: "We have but four good school houses in the township. But two houses in the seven districts are large enough to accommodate the scholars of the districts in which they are located; and improperly situated and constructed. One of those I allude to faces the east, the

other west. Wrong in two respects: 1st. Pupils should be seated from the direct light; therefore, face the north. 2d. Facing the north is the proper position for the pupil in studying geography, as now taught. Another great objection in the construction of school houses is, the wall from the shoulders of the sitter, to and including the ceiling, is made tight by masonry, while the remaining portion of the wall down to the floor, built of lumber in the form of ceiling, becomes open by shrinking, admitting streams of cold air directly on the feet and body of the children, rendering them uneasy, and they are calling upon the teacher for permission to hover near the fire more or less of the time—of course a source of disorder."

In Kent county an inspector says: "Our school houses rank very fair in size, comfort and convenience, with two or three exceptions; and means are being taken to materially improve these. We shall report no school house valued at 'ten dollars' next year." The foregoing is a rich town, with ten districts.

In Lenawee county, the inspector in a township with thirteen districts, and over a thousand dollars two mill tax, writes: "Our school houses are poor indeed, small and inconvenient, and should be rebuilt soon."

Apparatus, Outline Maps, &c. The inspectors' reports in regard to outline maps and school apparatus, are far from encouraging. They show that while a few districts possess a tolerable supply of apparatus, &c., well cared for and properly used, in a large number of districts the supply is meager, and the maps, &c., are in a ruinous condition; while many are entirely destitute of these important instruments of instruction.

Libraries.—It is in regard to the libraries that the largest discrepancies of statements and opinion appear. A reference to the remarks already made in this report, on the subject of the libraries, will afford some clue to this great diversity of opinions as to the comparative value of the township and district system. The lamentable condition of this department of our educational system, as shown in these reports, certainly calls for some speedy and effective remedy. In the extracts

which follow, it is sought to allow the several parties to express their views without partiality. For the sake of brevity, merely the name of the townships, from the reports of which we quote, are given.

LENAAWEE COUNTY. *Adrian City*.—"The library books are drawn and read quite regularly by some of the scholars in the high school. There is not, however, a sufficient interest manifested in this important branch of education. It may be that our failure to keep our library supplied each year with the newest and best current literature of the day has tended much to produce this result." *Fairfield*.—"The township library contains a sufficient supply of books, generally well selected. Formerly the books were much sought after, but of late somewhat neglected. Perhaps a change from township to district system would be useful." *Macon*.—"The district libraries are pretty good." *Madison*.—"Condition of library [township] good. Books well selected and much read." *Tecumseh*.—"But little interest in libraries; yet the interest is increasing."

LIVINGSTON COUNTY. *Hamburg*.—"In some districts the books are read considerably, and in others not much interest is manifested in the library. What is best to be done to improve the libraries, I cannot tell; but most certainly to awaken an interest in the minds of 'the people' is the first thing; otherwise an 'improved library' will avail but little." *Howell*.—"District libraries—a good selection of books, but little read. The law should require townships or districts, as the case may be, to raise, by tax, annually, an amount sufficient to replenish the libraries in proportion to the amount of property, or that a portion of the two mill tax be appropriated to the purchase of books." *Tyrone*.—"The town refuses to vote for the support of libraries, and the district libraries are gone—no one knows where. The inspectors applied to the county treasurer for the amount due the town from the library fund, (from fines,) and he reports no money paid in. We then applied to the supervisor of the town, and he states the amount was so small it was

applied to the general fund of the county. So it has been for the last six years."

MACKINAC COUNTY. *Holmes*—"The township library consists of histories, biographies, travels, and a number of choice works of poetry and fiction. They are well read by citizens and strangers." *Moran*—"The district library is well read."

MACOMB COUNTY. *Erin*—"District libraries—books well selected. What can be done to improve the libraries? Present us with 100 volumes, well selected." *Lenox*—"I think the books of the district libraries were well selected, but they are not generally much read." *Macomb*—"District libraries—not much interest taken in reading the books, because no new ones have of late been procured—the old ones having been all read." *Ray*—"The township library is in the hands of individuals through the town. In fact nothing has been done for the library, and we have none." *Richmond*—"The condition of our district libraries is bad. They get scattered and destroyed. We have had no additions for several years. Never have had a cent from fines and penalties from our county. We feel the need of good libraries well cared for, very much." *Shelby*—"Our township library was divided up and given to the districts. As far as known, the books are taken good care of but little read, and no additions made." *Washington*—"Our town library was distributed some years ago, and there have been no additions made since. The books on hand were well selected, and are much read. The people will not vote to raise money to increase the district libraries, unless compelled by law."

MARQUETTE COUNTY. *Marquette*—"The township library contains the works of the leading historians, essayists and novelists, a good variety of scientific works, and many useful juvenile works of various kinds. The books are very generally read, and form a very important source of mental improvement to all classes. Additions are made yearly."

MECOSTA COUNTY. *Leonard*—"Our district library is in a good

condition and well read." *Mecosta*.—"We have no library, as the money that was voted for it was used for other purposes."

MONROE COUNTY. *Ash*.—"The condition of our district libraries at present is quite flattering ; as great pains have been taken to select books best calculated to instruct as well as entertain the reader ; and by the division of our former township library into district libraries, we have placed the books conveniently within the reach of all in the town, and thereby greatly increased their perusal." *Bedford*.—"Each director draws from the township library a portion of the books for his district. The library is in good condition ; and its usefulness can hardly be estimated." *Erie*.—"Our library is kept in a very bad condition, and the books are not of the best collection ; therefore there cannot be a great deal of encouragement in reading the same."

MONTCALM COUNTY. *Bloomer*.—"The town library is not much read, from the fact that our books have been generally read before." *Eureka*.—"District libraries ; not much interest manifested ; might be improved by appropriating money to buy books." *Fairplain*.—"Our district libraries are small, and I should think the books as much damaged by rough usage as by careful reading. The selection of books is very well adapted to the state of intellectual culture in the community. If we can raise the standard of education, it will create a demand for books and improved libraries."

OAKLAND COUNTY. *Farmington*.—"The library is not conducted as it should be. The general fault, I think, is with the school officers, who neglect to exchange the books and encourage their being read." *Independence*.—"One-half of the library money has not even been drawn out of the town treasurer's hands." *Novi*.—"Our district libraries are in a poor condition. Some district boards have divided the library books among the inhabitants. The books are read but little. Let us have a law, and see that it is carried out, that each district shall appropriate a certain amount yearly for the purchase of good library books." *Oxford*.—"The district libraries are in good condi-

tion, and the books much read." *Troy*.—"We have district libraries, and no appropriation of the two mill tax has been made since the division, for the purchase of books; and therefore but few additions have been made. In fact, they are nearly worthless in their present condition. If a certain amount of the two mill tax was designated by law for the purchase of books, a better and more beneficial result would soon appear."

Whitelake.—"District libraries are in tolerable condition, well read, and doing good in most districts. The books are tolerably well selected."

OTTAWA COUNTY. *Allendale*.—"Our library is township. The books are well selected, and not much read." *Crockery*.—"District libraries—small, well-chosen—read to a good degree—could be improved by an additional number of well-selected books." *Georgetown*.—"Town library. All persons residing in the township may draw directly from the town clerk; which privilege the inhabitants pretty generally avail themselves of." *Jamestown*.—"The usefulness of our library is good. Books well selected, and much read."

SAGINAW COUNTY. *Birch Run*.—"The condition and usefulness of our district libraries is good—well selected and considerably read." *Chesaning*.—"The libraries are good, but small, and not well selected in some of the districts." *Fremont*.—"The township library is a dead letter. There are but few books, and they are worthless. There is no district library. Twenty-five dollars was voted for a district library at the town meeting last spring." *Maple Grove*.—"The district libraries are in good condition, considering the size of the districts; and we consider the district system indispensable. Some additions are desirable." *Saginaw*.—"The district libraries are much read; but there is not money enough appropriated to enable the districts to replenish their libraries as much as it would be for their interest and advantage to do."

SHIAWASSEE COUNTY. *Bennington*.—"This township had at one time a good library. The interest taken in it was not sufficient

to induce those who had charge of it, to enforce the rules, directors were slack—did not draw and return books as the law required, individuals did not conform to the rules, consequently the books were scattered, and would wear out. The system by many was pronounced a failure, and change was made to district libraries. What books could be gathered up were apportioned; some of the districts drew their share; others neglected for some cause, to draw their apportionment. Their books consequently remain in the hands of the township clerk—a few dilapidated volumes, no one knows where they belong. Thus library matters stand at the present time. No appropriations from any source have been made for the libraries." *New Haven*.—"There is but little interest manifested in our district libraries." *Shiawassee*.—"Our libraries are dilapidated. They are neither well selected nor much read. Districts should not be allowed to appropriate library moneys to any other purpose, under the penalty of forfeiture for the coming year." *Woodhull*.—"An appropriation is the only way the libraries of this town can be maintained."

SANILAC COUNTY. *Worth*.—"The township library is in good condition; but as to its usefulness it is rather hard to determine. The books are well selected, but I think they are not much read."

ST. CLAIR COUNTY. *Brockway*.—"District libraries in very good condition, but not much read." *Casco*.—"We have a township library. Many of our books were cheaply bound, and are now badly worn. Most of our inhabitants are Germans, who do not yet understand the English language well enough to be interested in our library. With the others, it is really useful. We have a tolerably good selection, though we cannot usually obtain new publications so soon as is desirable. As to your question, what can be done, &c., we reply that we wish townships were *obliged* to lay out something for books *each year*." *Greenwood*.—"Library books are not much read, as they have been all read several times through. We have caused the directors to exchange their libraries with each other, and hope

they will give better satisfaction in each district." *Ira*.—"A large selection has been made of library books, and it is encouraging that now the library is well visited, and gives entire satisfaction to the community." *Kimball*.—"Condition of township library good. Some books are well selected, but they are not much read. What can be done to improve it, I do not know, unless it is distributed among the districts." *St. Clair City*.—"The library is composed of the larger books, and is read extensively." *Wales*.—"As a general thing the district library system is a total failure as regards this township; the books being few in number, and consequently but little read. I have seen some books of a decidedly immoral character. The township system I think much better calculated to answer the purpose designed; and in order to sustain either system, would recommend a law appropriating a specific amount of money for the purchase of books; said books to be purchased by the inspectors or one of their number."

ST. JOSEPH COUNTY. *Florence*.—"District libraries are well supplied with books, and of good selection. The interest in libraries has very much diminished of late, in consequence of other cheap and valuable reading." *Leonidas*.—"The district libraries are not in a very good condition. What books there are have been well read, but only small additions are made from year to year. Probably the best thing to be done to improve the libraries, is to furnish more money to replenish them."—*Mendon*.—"A majority, I think, would return to the township system, but the larger districts would not. The books were well selected, and read till they are nearly worn out. To improve the libraries, amend the law so as to appropriate a specific sum for their maintenance." *Mottville*.—"The district libraries are in tolerable good condition, and in some of the districts are much read. Some of them need a good overhauling." *Nottawa*.—"The books of the district libraries are well selected, and read with a good deal of interest. There has been no addition to the libraries the past year, and we may not in the future be able to report so favorably."

TUSCOLA COUNTY. *Fairgrove*—"The books generally are good. Many volumes have been badly handled, and abused. A portion are in good condition, and since the removal of the library to the center of the township, bids fair to be well read. I think there ought to be at least twenty-five dollars of the two mill tax appropriated annually for the purchase of books."

VAN BUREN COUNTY. *Columbia*—"We have district libraries. Some of the books are old and much worn. They are passably well selected, and judging by looks, have been much read. It was voted at the last township meeting to consolidate the district libraries into a township library; but books have not been returned. Was such a vote legal?" (*Answer*: There is no law providing for such consolidation.) *Deerfield*—"The condition of our district libraries is good as far as they go. The books are well selected and well read, for a new settlement. The libraries would be much improved by being increased, or exchanged." *Geneva*—"The township library is very little used, owing to the directors not drawing the books." *Waverly*—"Our district libraries are sadly run down. The people generally think it is better to use the money for school purposes. We do not know of anything that could be done to improve the libraries."

WASHTENAW COUNTY. *Augusta*—"District libraries. Well read in some districts, neglected in others. No additions made during the year." *Lima*. "Township library, in not very good condition. Books, a good selection, and very well read. Induce the people of the town to vote money to replenish the library; none having been raised for library purposes for several years, through the influence of one man in our town." *Northfield*—"The township library is very poor; the books are old and much soiled. For the benefit of the library, the old books would better be sold, and new ones bought; and there ought to be money raised to establish a good library in our town, for it is much needed." *Saline*—"We have found but two pieces of district library among the schools—have heard of a few books somewhere in somebody's hands—their condition ill—their usefulness almost a blank. According to the showing of

those in the different districts, the books are illy adapted to the reading of youth, and are almost entirely neglected. It is a matter of no little difficulty to say just what would improve the libraries. We might suggest the appointment of a man in each district, having that highest of qualifications, a greater willingness to do a little real labor for another generation, than for present name or gain, to overhaul, locate, select books, &c."

WAYNE COUNTY. *Dearborn*—We have district libraries, which have been but little used. The *fine* money, however, which had not been apportioned for several years, and had accumulated in the aggregate for the township to \$164.69, was apportioned last summer, thus giving to each district quite a fund for library purposes. The books to be purchased with this money will undoubtedly create a much greater desire for reading than has been heretofore manifested in this township." *Greenfield*—"Condition of township library very bad. 'Usefulness'—very good. The books are pretty well selected, and tolerably well read. 'What can be done to improve the libraries?' Beyond my ability to answer. We have on hand \$173 19, which will be laid out in a few days for books." *Hamtramck*—"Four large cases of carefully selected books, which are tolerably well read. We don't need any more means of enlarging our library at present—having as much as we can judiciously expend arising annually, from fines, &c." [*Remark:* This is in consequence of the great amount of criminal business in Detroit. The same can be said of no other town in the State out of Wayne county.]

BRANCH COUNTY. *Coldwater City*—"We have a district library of about two hundred volumes. These books have been generally read by the people and scholars in the district. We are now fitting up a very fine room in the Central Schoolhouse for a library, and expect, during the present year, to add several hundred volumes to those now on hand. About \$200 have been raised for that purpose, by the teachers and scholars, by exhibitions and fairs." *Sherwood*—"In regard to the libraries, there seems but little interest, in consequence of there being no

appropriation of money to purchase new books. To our minds a specific sum of money is necessary, for the purchase of new and useful books. Then, and not till then, will the parents and children seek after the knowledge that is now beyond their limited means."

CALHOUN COUNTY. *Emmett*—We have, or had, district libraries. They have been neglected, and are now nearly in ruins. The books were not originally very well selected. Good books would be well read. Not one cent has been appropriated for the purchase of books since the township library was divided. It ought to be made the duty of some one to inspect the libraries thoroughly as often as once a year, and hold the district officers to a strict account." *Newton*—"Our libraries are poor and of little use. The books have been used until they are old. Give us new books." *Pennfield*—"District libraries; used very little. To improve the libraries there should be a fund sufficiently large to buy new books each year. Most of our districts receive less than one dollar a year for library purposes."

BARRY COUNTY. *Thornapple*—"The town invariably refuses to vote any portion of the two-mill tax for the purchase of library books; and the amount derived from fines, &c., has been so little as to make no perceptible difference in the different libraries. So, unless there shall be some statutory amendments, district libraries will be likely to remain in *statu quo*." *Woodland*—"District libraries are considered useful. They are well selected but in part, and but little read." *Yankee Springs*—"There have been 641 books purchased for our library, but on counting the books now in, only 360 volumes are found in good condition. The books are well selected and considerably read."

For want of space we refrain from quoting any of the reports under the 3d head, "the general condition and progress of the schools." The reports exhibit a great variety of statements and opinions, showing a very unequal condition of the schools; some pronounced excellent in every respect, and others utterly worthless. The extracts already given in regard to the school houses, may be taken as a fair index of the reports of the

character of the schools—poor school houses and poor schools usually keeping company.

SCHOOL GOVERNMENT.

In the report for 1861, the graded school was made the topic of a somewhat complete and extended discussion. Its advantages were enumerated, and the theory of the grading and general management was fully explained. The report of 1862 attempted a similar service for the common or primary school. There were also embraced in the report of '61 articles on physical and moral education. There remains another topic, important alike to the graded and the common school, which it seems desirable to discuss in this report, viz: The government of schools.

The importance to our schools of good government can scarcely be over-estimated. Its lack is far too common. Annually, considerable numbers of the schools are either entirely broken up, or rendered useless, if not pernicious, by the teachers' failure to govern. In some, violence and disorder have been the rule; endless struggles inflame the passions of teacher and pupils, and petulant scolding, rising often into fierce invective, and culminating in heavy blows, exasperates and sours the temper, and fills the heart of childhood with the malignant feelings of hatred and revenge. A stern and angry despotism contends with a wild and rebellious anarchy, and the peaceful love of learning is driven away. The generous thirst for truth is quenched in the prevalent spirit of bitterness and muttered cursings. And in others, the absence of all order and restraint leaves each pupil to do what seems "good in his own eyes," and the teacher escapes all conflict by virtue of his inoffensive good nature and easy indifference. Content to enjoy his own slipshod ease, he heeds not the thousand pranks by which his pupils seek to amuse themselves, and sober-faced, earnest study finds no place there to rest the sole of her foot.

If the former government was anarchy, this latter is chaos. Between these two extremes, and approaching one or the other

by various degrees of likeness, there are hundreds of schools where the government, if not an absolute failure, is still far from being a success. Instead of a great and benign educating force, such as it should be, helping on, with its kindly and regulating influences, all the other work of the school, it is a constant and grievous burden to both teacher and taught, wearing upon them as some ill-fitting yoke, and exhausting with its unremitting strain, both their patience and their strength. A badly governed school must be forever a poorly taught school ; while a well and wisely governed school cannot fail of beneficent results.

But if good government is so important to the school, how much more important to each individual pupil ! How inadequate the education of any human soul that has not been taught to love order and obey law ! A little reflection will convince every thinking mind that there is no educating influence in the school room so powerful and so benign as that of good government. A silent presence, it rests down, with its great framework of law and order, upon the mind and body of each pupil, and like some mighty seal, impresses its form and signature upon the conduct and character. If he abides steadily under such influences, the pupil grows up into orderly habitudes of thought and action, till he rises to the power and dignity of a self-governed soul.

The importance of good school government is only equalled by its difficulties. To hold in quiet fifty pairs of little hands and feet not wonted to keep still ; to repress to silence fifty little tongues itching to whisper to their comrades some sudden thought or fancy ; to control within the limits of good order the quick, volcanic impulses of unschooled children, bursting with sudden joys, angers, griefs and eager curiosity ; to check with awe the willful and wayward hearts of these passionate and unreflecting natures, irritated by the unnatural constraint of their confinement and their tasks, incited by the presence of so many kindred beings, and rendered perverse, it may be, by a long course of bad management at home ; to inspire all this mass of childhood with the common aims, and to engage it

heartily in the common work of the school ; to secure from each the due amount of study, so that the several classes may go forward together ; to administer justice to this little community of hasty and irascible spirits ; to do all this, and more, under the criticism and watchful jealousy of all the parents in the district, sometimes more captious and unreasonable even than the children themselves ; to do it hour after hour, and day after day, with unremitting vigilance, and unflagging strength, in sickness and in health ; and to do it, moreover, while the brain is racked and every faculty is strained to its utmost with the duty of teaching half a score of studies, grappling each hour with three brain-splitting problem of making the dark things of science light to childish minds, and its high things accessible to their feeble reach ; well might the strongest and wisest shrink from a task so herculean, so seemingly impossible. And when we reflect that those who are called to this severe work, are not the men of ripe years, and large experience, and mature strength, but often slight girls and beardless youth, scarcely out of their own childhood, the wonder will be, not that so many fail to govern well, but that any govern at all. Well may we ask of the fault-finding parents to cease from their thoughtless and heart-crushing censures, and lend a helping hand, or at least an encouraging smile, to the pale-faced and wearied teacher, who daily faces, in yonder school-room, a task so mighty and yet so important as this.

But if the work is difficult, the high *aims* of good government are inspiring, and the helping *forces* are strong and easily reached by him who knows how to marshal and use them. I know not how I can do a better service for our public schools, at the present hour, than by an enumeration of the *aims*, and an explanation of the *forces* of a true government of children ; and perhaps by a glance at the *principles* on which such government should proceed, and the *penalties* by which it may be best maintained. Let it be understood that by the government of a school we mean not merely the repression of noise and confu-

sion, and the punishment of offences; but the entire system and arrangement of places, persons, times, studies, work and movement in the school-room. Governing is establishing and maintaining this system and arrangement of things; or, in brief words, it is putting things in order, and keeping them in order.

The aims of school government demand our first and most earnest attention, since they determine its extent and values, and give law to all its methods. A low or inadequate view of these aims will almost necessarily lead to a weak or pernicious government.

1st. The first and most obvious, though not the highest aim of the government of a school, is to maintain a degree of order and quiet that will permit the ordinary work of the school—the teaching and study—to go on without undue impediment or delay. This aim is too simple and obvious to need discussion.

2d. A second and higher purpose, is to train the pupils to habits of order and system,—to educate them to regular and systematic efforts, and to methodical and orderly movement, both of mind and body. In the quiet and system of a well ordered school-room, the pupils learn the utility of having a place and time for every thing, and of keeping everything in its place and time. Themselves a part of the general order, they are trained to keep time to the general movement. The neatness and regularity reigning in the school-room slowly but surely transfer themselves to the habits and character of the pupils, and go forth with them to the duties of their after lives.

3d. A third aim is to train the pupils to live in a well ordered society, to accustom them to abide peacefully under the regular administration of laws, and in organized communities, and thus and thus to educate them for citizenship in the State.

The school is the State in miniature. The little citizens come into the common body with personal rights and individual aims; but they find there common interests and duties, and are bound by the demands of the common well-being. Here they owe allegiance to the governing power over them, and common charities

and co-operation to their fellows around them. What better training for the duties of adult citizenship can be found than to learn to live peacefully, helpfully and honestly in this school-room State! The well governed school, with its wholesome laws, its systematic industries, its fine mingling of personal and common duties, its authoritative administration of justice, and its controlling public sentiment, by which each child is taught that the rights and opinions of the one must, when necessary, yield to the rights and opinions of the many, is the very nursery in which all the high qualities of a true citizenship can be reared into power.

4th. Another and still higher aim of school government is the education of the will. The ordinary school studies address themselves to the intellect. In the fields of knowledge there is food for the perception, the judgment, the reason; in art there is culture for the eye, the hand, the taste; but there is no study for the will. In the domains of law, it must seek its exercise and training, if anywhere. Sitting, as a simple, but *kingly* power, shrined in the very center of the soul's personality, it displays itself, not in thinking, or in feeling, but in action—law-guided and law-governed action. If, then, we would educate this part of our nature—this great ruling section of the soul—which holds control over all the remainder, making the man weak or strong, according as it holds with a strong or feeble grasp to its chosen purposes,—if we would add the element of personal power to the education which is also only a mere possession, we must address to the will the behests of law, and train it to act under the reign of rightful authority. The will of the little child is the slave of every fitful impulse; it veers in its purposes with every changing fancy; its resolutions are as ropes of sand; its plans are abandoned at the first impediment. Under the firm hand of a wise teacher, this childish will learns to obey with a steady obedience, and thus comes at last to command, both itself and others, with a steady power. This is the great truth that underlies the old maxim, "let him who would command first learn to obey." I affirm

without hesitation that this is the highest and most central of all education. And this education is the product of good government alone.

5th. The education of the moral nature is another high and legitimate aim of school government. This government, if it be just and kind, as well as systematic and orderly, is a constant lesson to the moral nature. It may well be questioned whether there is any moral teaching so impressive and plastic as that enforcement of order, and steady, daily performance of duties which prevail in a well governed school. The realm of morals is simply the realm of right, and it is the central aim of all good government to inspire and enforce right doing. Every just law is a constant lesson to the conscience, defining the right and commanding it as duty. The child that obeys cannot but grow purer and stronger by his obedience. But the genial quiet and peaceful good order of the wisely governed school is the very atmosphere in which the higher sentiments flourish and all noble aspirations grow.

6th. But finally, there is another and grander use in good government than all these—grander, because it is comprehensive of them all. It is to fit the soul for its residence and destiny in this great universe of law. Look where we will, throughout this great empire of God, the fact that meets us everywhere, in all without us, and all within, is the power and prevalence of LAW—all comprehending, all controlling, eternal, irresistible, irreversible law. Holding in its grasp every world that wheels through space, and every atom that floats in the light, every burning sun, and every bursting flower,—governing every form of matter and every force in nature,—marshalling the seasons, modeling all growths, and meteing out destiny to every creature,—law is the very frame-work and moulding force of all material things. Nor do we escape it in the realm of mind. Not a fancy flits through the brain, nor a train of reflection moves to its conclusion, but obeys the great laws of thought; not an emotion stirs the heart, or a passion sweeps the soul, but law orders its rise and decline. Thus man is girt in by law

as by some great net-work of iron, and in his power of obedience rest both his safety and success. It is by conforming to the laws of vegetable growth that he raises and reaps his harvests. Let him disobey and he fails. Observing the laws of mechanic forces, he wins the triumphs of his mighty machinery. Let him refuse submission, or carelessly transgress, and the power he has invoked may become his ruin. By patient following of the laws of truth, he enters the domains of knowledge, and is permitted to gaze on the unveiled wonders of her presence. Thus everywhere, when he obeys he conquers, when he sins he falls.

Nor have we yet reached the end of that world of law that surrounds and governs us. In the social nature lies another realm of laws, binding every soul by their mandates and limitations ; and high over all arise the great religious laws of God, the statutes of that spiritual realm which counts both worlds as its own. And as if this were not enough, society makes laws in the customs it imposes upon all its members, and the State adds its ponderous statute books, to define the rights and duties of man as a citizen.

In the face of all this,—and this enumeration is but the merest glimpse of the great and ponderous truth it seeks to reveal—what lesson so important—so immensely important—for man to learn, as that of the art of obeying ? What educational acquisition is so vital and essential as the power to render cheerful and happy obedience to rightful authority and established law ? As the caged bird frets and beats its wings against the bars of its prison, so must the untamed and unsubmitive soul chafe against the great frame-work of natural and revealed laws which forever inclose it. As the locomotive runs along its iron path, and finds safety and swift progress in the friendly tracks that guide its course, so will the obedient and law-abiding soul find its surest element of power and advancement in that great established order of things which it has learned to obey. Thus is law, an element of strength or an instrument of sorrow—a pathway or a cage—as the child is taught obedience, or is left

to be the victim of its own native lawlessness. To what a grandeur of importance does the good government of schools arise, under the light of this demonstration! How foolish the conclusion of those who count that the study of text books is the great central work of the school, and that any government is good enough, if the lessons are only properly learned and recited! What acquisitions of knowledge or art can compensate a man for having failed to learn that noblest of all knowledge—the knowledge of duty—and to acquire that best of all arts, the art of submitting the soul, with all its powers, passions and aspirations, in the grand and eternal service of law! How sad and terrible the comment which the unhappy and discontented lives of men,—the crimes committed in passion,—the constant rebellions against society and government,—the wearying unrest of so many lives.—pronounce upon the failure so common to teach children how to govern themselves.

In the aims of school government lie involved all its main principles and laws. Its very secret and philosophy are wrapped up in them, and in vain will any one seek to understand, or intelligently administer a wise and wholesome government of children without a careful consideration of these high aims.

The governing *forces* of the school room may be divided into two great classes; the *personal* forces, or those which lie in the person and character of the teacher, and the *systematic* forces, or those which reside in the order and arrangements of the school. The mistakes and failures in school government have often arisen from the disregard of this latter class of forces, and from a too exclusive reliance upon the personal power and influence of the teacher.

I. The *personal forces* are the following, viz: mind force, will force, and physical force.

1st. The mind or thought force mainly exerts itself through the plans and material contrivances it calls to its aid, and which belong properly to the systematic forces; but there is a power in mind itself to inspire respect and command obedience. The teacher that exhibits high learning and talent will win

from his pupils a veneration, which will add weight to his authority, especially if coupled with a becoming dignity and kindness. The keen-witted teacher, who is quick to detect and expose mischief, has a still further power in the belief he excites in his pupils that it is impossible to deceive him. But mind force unsupported can accomplish but little. Splendid scholars and men of great talents often utterly fail as governors of schools.

2d. The will force is of much larger power. A strong and steady will is the very quality of a true governor. The pupils of a school soon learn whether they have over them a person of weak will, whose purposes waver, and whose commands are not likely to be enforced, or one that never turns aside from his plans, and never stops short of their accomplishment. To the strong will they yield as to an irresistible force. The main qualities of a true governing will are these: steadiness, calmness, energy and endurance. The steady will does not act by sudden impulses, caught by some fancy, or stirred by a burst of passion. It pursues its resolutions with even tenor and unvarying strength. Calmness, another prime quality, stands opposed to the loud, boisterous energy with which some strong wills manifest themselves, and by their rough and rasping manner, arouse the very opposition they seek to overcome. But the quality of energy must not be wanting. However kind or calm in manner, the will should urge forward its purposes not only with a steady determination but with an energetic power born of the double sense of right and duty. Finally, the will that endures, that never relinquishes its purposes when deliberately and wisely taken—that does not tire with difficulties, nor cool with delays—this is especially the will that governs children. Once convinced that they are dealing with a will stronger and more enduring than their own, they soon learn that resistance is useless, and cease to contend.

How strongly these qualities stand in contrast with those of the weak and poor governor. Moved by sudden impulses of reform, or fired by some hasty outburst of passion, he makes

a rule to-day which he forgets to-morrow ; threatens what he has not the patience or the power to execute, and coaxes for an obedience which he has not the firmness to command. Weak and wavering, he is alternately strict to severity and lax to indifference. His pupils neglect to obey, because they count confidently on his forgetting what he commanded, or on some change in his purpose, or weariness in executing it. He punishes in a passion, or compromises with disobedience to avoid a too wearisome conflict; his well laid plans of instruction are never carried out, and the order of his school finally goes down under the burden of its accumulated weakness and failures.

It is not to be understood that the strong and true will, governs by mere dint of willing, and without the aid of wise laws and systematic plans.

3d. The *love force* in governing is the attractive power which good will and kindness in a teacher exerts over his pupils. Its two main elements are kindness in intention and kindness in manner. Genuine good will, seeking earnestly the well-being of the pupils, and exerting itself in a manner at once kind and unaffected, has an almost magic power to tame rude and rebellious spirits, and to win obedience to the requirements of the teacher. But he who attempts to rely on this power alone for the government of a school, will soon find that youthful appetite and passion are often stronger than gratitude, and that kindness degenerates into weakness when not supported by authority. The will force and love force should never be disunited in government. The one is the iron hand and the other the velvet glove,—or better still, the one is the impelling centrifugal power, and the other the attracting centripetal force, which hold the school to its daily round of duty and order.

4th. The physical force of the teacher is the war power of the school room. It is the dread dernier resort, and will be rarely if ever used by the wise and humane teacher. The knowledge of the existence of this power gives to the teacher's words weight and authority, but it is questionable whether its actual

use does not always work more injury than good. It tends to brutalize the feelings both of teachers and pupils.

Such then, are the personal forces belonging to the teacher, and available in the government of a school. They may be improved by use and culture, but even when they exist in the higher degree they are rarely adequate to the constant strain and heavy burden of the daily government of a large school. He who relies wholly upon his personal powers in the government of his school, will often fail. The task returns too incessantly, and wearies by its perpetual strain the sternest powers of endurance. In this, as in its other great works, a true wisdom will seek to ally itself to the great mechanic forces lying in nature.

II. The systematic forces in government bear the same relation to the personal forces that machinery does to the hand that builds and controls it. The vast and unwearying forces of nature submit to be made the slaves of the thinker so soon as he has contrived the harness of machinery in which they can be thrallied. A child's hand may do the work of a hundred men if you will but give him steam for his servant and a machine fitted to his task. So in school government, system, which is but another machine, lends a new power to the teacher, and brings the silent forces of mental nature to the service and assistance of his will.

The systematic forces in government are these, viz:

1st. The neatness, order and arrangement of the school-room and furniture. Neatness in external things begets a sense of order and propriety. The orderly and convenient arrangement of the room and furniture not only helps this effect, but helps to prevent the noise and confusion incident to the movement of the classes in an ill regulated room. A school-room kept persistently neat and in order,—every bench, and cap, and book, broom, and chalk, and chair, in place, will be found a powerful adjunct in the government.

2d. Another of these systematic forces is the careful and wise

distribution and seating of the pupils, such as will give each the most room, and favor the general movement. This will claim the careful study of him who would govern easily.

3d. The movement of the school and of its several classes is a third element of governing power. A good school, like a great army, must be drilled to precise, prompt and well-ordered movement, if it is to be made obedient to every word of command. At appointed signals each class should be required to rise promptly from their seats, to stand in order, and to move in files with precise step to the recitation. In like manner should the classes return to the seats, and the entire school move out of or into the house. Among all the systematic forces there is no mightier one than this, or any that has helped more to introduce good order into the schools.

4th. The systematic arrangement of the times and work of the school is another element of power, and helps to hold the wild natures of childhood to regular effort and wholesome quiet.

5th. Finally, the introduction of well considered plans and methods into all the affairs of the school, its interruptions and recreations, as well as its studies and recitations,—into the entire ceremonial of the school-room—will be found of perpetual utility in the maintenance of good government. The system that is most complete, that comprehends the most elements and leaves the fewest unprovided for, will be found most powerful.

It would be difficult to overstate the value of these systematic forces. Silent and calm, and perpetual as the great force of gravitation, and like that, holding all things in benign and peaceful order. It is doubtful if our larger schools could be governed without their aid. Supplementing rather than superseding the personal forces, they add to these latter a might not possible to them when not thus aided.

Of the principles which underlie and control school government, the following may be stated as among the most prominent and practical.

1st. Since the government is a co-ordinate part of the educational work of the school, and equal in importance to any

other part, it should never be sacrificed for any other. The teacher should never allow himself to be too hurried or too busy to keep order.

2d. The good order of the school being disturbed by any cause however slight, or accidental, all other work should be suspended till this order is restored. This follows both from the relations of the government to the other work, and from the intrinsic value of good order. As a practical rule for the school room none can exceed this in value and usefulness. A silent pause in the teacher's work will usually bring the noisiest school to quiet again.

3d. The teacher, as teacher, is bound to govern, since wise governing is itself the highest style and act of teaching. And as he is bound by duty, so he is vested with full authority to govern. These two—the *right* and the *duty* of governing—ought to fortify every teacher for this work.

4th. All the methods and rules of government should be chosen with reference to their educating influence, that being counted as wisest and best which secures not merely the readiest present obedience, but the best final effect. Not what will conquer merely, but what will correct and cultivate, should be the question.

5th. Government, like other educational agencies, should be graded to the ages and wants of the pupils. Very young pupils may be governed by a simple appeal to the affections; older ones need the curb of authority; while the oldest can be reached and restrained by arguments addressed to the reason and conscience. No wise teacher will govern little children and young men by the same sweeping rules.

6th. Since school-government seeks to educate its pupils to self-government, it should endeavor to lift them from the obedience yielded to external restraint to that which springs from the inward impulse to duty, and should never count its work as fully done, till they are able and willing to govern themselves, and to live law-abiding lives.

7th. Finally, no element of order, and no sentiment of justice,

beneficence or duty which is needful in society should be wanting in the government of the school. What we would have appear in the State must be planted in the school-room.

The offences against school government, various as they are, may be classified into those which arise from childish carelessness and neglect, or from the mere exuberance of childish activities, and those which spring from evil passions and associations, and which show malicious intention. Or they may be divided into those which consist in neglect of school duties, and those which are willful infringement of school rules. No principle is plainer than that punishments should conform to the character of offences. He who treats an error or a weakness as a crime, not only commits a cruel injustice, but goes far towards transforming the errors into crimes. Insulted innocence easily changes to malignant mischief.

The penalties allowable in the school-room are of two kinds; 1st. Privative, as the loss of privileges, of standing in the classes, of recess, of seat; the forfeiture of right to recitation, or to attendance; and the loss of property by fines, &c. 2d. Personal inflictions, as reproofs, extra tasks, marks of discredit, confinement, disgrace by expulsion, and corporal punishment. In the wise choice and adaptation of penalties to offences lies one of the chief difficulties of school government. Whatever be the rule in the State, in the school all punishment should be reformatory. And no wiser general rule of government can be given than to follow nature, or God as he governs in nature. In the divine government of man the penalties are always closely allied to the offence, and they constantly rise with the character of the offender. In all effective punishment certainty is of much higher value than severity, though a due proportion must always be maintained between the terror of the penalty and the power of the temptation it is designed to counteract.

Considering, finally, the vast importance of a proper government of our public schools, the foregoing remarks may well be urged upon the attention of school officers and teachers. If we would save our schools from frequent and fatal failures,

they must be well governed.. If we would have a loyal, law-abiding population we must teach obedience to our youth. If we would save our children from the fearful thralldom of their own untamed passions, and fit them for the enjoyment of a rational and regulated liberty, we must train them to self-control, and rear them to the noble attitude of self-governed souls.

PHYSICAL EXERCISES IN SCHOOL.

The use of physical exercises in our schools is steadily increasing. Few schools of any eminence are now without some system of such exercises, though in many cases too small in amount and too infrequent in time. The vital importance of physical training is so great that we are forbidden to rest till it has a place in the daily work in every school room in the State. It is a burning reproach upon our common sense and upon the civilization of the nineteenth century, that we should continue to subject our children to the long and unnatural confinements of the school-room, and to its sedentary employments, and neglect to use the most obvious and easy safeguards against the bodily ills which must otherwise result from such confinement. What thinking mind can fail to see that there must be great dangers in holding children and youth for six hours a day to their seats with only the slight relief of short recesses? That these dangers are not merely imaginary is sufficiently attested by the assertions of physicians and the observation of all intelligent teachers.

Steady efforts have been made through the press and through the institutes to impress this subject upon the attention of parents and teachers, but there is still a wide spread and criminal neglect of its claims. Parents are content if their children progress rapidly in learning, counting it a mere ordinary mischance if they come home with headaches, or suffer from seemingly causeless illness; and teachers, driven by the ceaseless round of their school work, grow unconscious of the foul air, and unobservant of the paling faces around them. In many cases, where they have yielded to the counsels of others, and have introduced the physical exercises, they have easily given them

up under the pressure of other duties, foolishly counting the care of their pupils' health as a merely secondary and subordinate matter.

Let no parent or teacher count himself innocent, who subjects childhood to the unnatural restraints of school life, and takes no care to ward off the dangers that thicken amid such scenes. Every school might well be indicted as a public pest, in which the two main conditions of health in school,—*fresh air* and *frequent exercise*,—are constantly neglected.

These two conditions are easily met. Ventilation becomes simple when it is reflected that it means merely the change of the foul air for fresh air. It is not enough to provide for the escape of the former; there must be a corresponding provision for the incoming of the latter. Let a large fresh air tube open under the stove, and a foul air flue run up with the chimney, and the work will usually be done.

The physical exercises, consisting of systematic and regular movements of the arms and body, and of school marches, should be made as frequent as *once in each hour*. If a school be well drilled to prompt and systematic movement, an exercise occupying from two to five minutes may be secured at the close of each of the longer recitations with scarce any interruption to the regular class work and study. These exercises should usually be taken in standing position, but it may be convenient to give sometimes, chest and hand movements from a sitting position.

The military drill has been successfully introduced into the play grounds of several of the larger schools, the teacher or some returned soldier acting as drill-master. These drills have a fine effect upon the spirit of the school, and are a valuable exercise in physical training. I should be glad to see them more widely used, both for their physical, and as an additional training of our youth for the service of their country.

NORMAL CLASSES.

The teachers' classes, now common in most of our high schools and colleges are of so much public importance that it would be wise to extend to them some public recognition and rights, and to secure a greater uniformity and efficiency in their work by a State supervision. This matter was urged in the last annual report of this department, and a plan proposed for the public organization of such classes. This plan failed to secure the concurrence of the legislature, and this great public interest still remains uncared for, or left to the varying chances of private enterprise. It is the purpose of the Superintendent to prepare at some early day a circular on the subject, proposing to the schools concerned some uniform plan of instruction for the teachers' classes.

COUNTY SUPERINTENDENTS.

The continued favorable accounts from New York, Pennsylvania, Wisconsin and other States, of the successful working of the system of county superintendency of schools, inclines me to re-urge my former recommendations of this system upon the people. I am confident that when the need and value of an intelligent and thorough supervision of the public schools shall be seen in its true light, we shall speedily exchange our present ineffective plan for the one which is accomplishing so much for the States above named.

THE SCHOOLS AND THE NATION.

American statesmen have always asserted the close dependence of free government on the cultivated intelligence and virtue of the people. Washington and his colleagues early proclaimed it, and the mightiest names that have followed have reiterated the same truth. Out of this belief of American statesmen have grown, principally, the American school systems; and out of it too have come those munificent donations of school and University lands, by which education has been enabled to keep pace with the march of population, in the new and forming States of the Republic, and to plant its school-

houses beside the cabins of the pioneers. No American mind will question the essential truth of this great American idea, and yet but few minds have paused to mark how profoundly and widely the education of the people is interlinked, not only with the form of the government, but with all the interests of the nation; how it sweeps through the entire realm of our private and our public life, and touches, with an electric energy, every industrial, commercial, moral, social, political and military element in the national character; how, in short, it is the great nurturing mother, at once, of our material prosperity and our intellectual progress. The grandest of the wealth producing powers,—adding the science-compelled and unwearying forces of nature to the feeble energies of mere human toilers,—multiplying riches in countless profusion,—finding new values in all the crude materials of nature, and giving to property itself new and higher worth, in the increased security of its possession, and in the more elevated and excellent capacities for its enjoyment—it might well claim the regards of even a merely commercial nation. But in its power to elevate and enlarge the sphere of life—to make manhood more manful, and humanity more grandly and gloriously human—it lends to liberty new charms, and magnifies the national life into a power and grandeur such as no mere extension of territory, and no numerical increase of population can ever give.

In this country, possessed as it is of a vast unoccupied territory, great efforts have naturally been made to induce a large immigration from the over-crowded states of the old world. With immense domain, we have wanted an immense population; and, in the anxiety to secure this, we have been in danger of forgetting that it is not the numbers, but the character of its people that renders a nation great, prosperous and happy. China with its uncounted millions of people and its continental stretch of territory, has wielded less influence and filled a less place in the world's history than the little peninsula of Greece, or the rock girt British isles. What would it avail us as a State if, with one great effort, we could fill our entire northern wilds

with an imported people? Speculation would sell its lands, and the State would have more voters, and more members of Congress; but what then? Would our liberties be greater or safer? or would these children of the old world be made much happier by being welcomed to a wilderness? Well might they sing:

"Better dwell in the midst of alarms,
Than reign in this horrible place."

I would not forbid nor discourage the oppressed sons of Europe from following the westward path opened by our fathers, and from seeking an asylum for themselves and their children in this "land of the free." Let them come with their strong arms and liberty-loving hearts; but let us remember that not merely by waving our flag over them, shall we transform them and their children into American citizens. American ideas taught by American schools, by an American literature, alone can properly melt this immense foreign element into the great body of American citizenship, and keep our beloved country what the fathers made it and left it. Let us be warned that with every new wave of immigration that sweeps to our shores, we must, not in a spirit of narrow jealousy, but in equal love of our visitor and ourselves, build higher the bulwarks of liberty in the public mind, and strengthen the bonds of national unity in the common cultivation of the people. The wisest men of both great classes of citizenship—native and foreign born—will recognize the urgent wisdom of these suggestions. Let our law-makers give them heed. Let us Americanize them, lest they Europeanize us.

The terrible history of this most causeless and wicked rebellion—a rebellion precipitated by the passion-impelled leaders of an untaught people—has added a new evidence to the truth taught by our statesmen, and given a new revelation of the value of our schools. The grand "uprising" of the loyal and school-taught North has been more than equalled by its grander endurance. While incredulous Europe has looked for our bankruptcy and downfall, we have met every call for men and means

not only with unwonted alacrity, but with unwasted strength; and to-day the loyal States are richer and greater than when the first gun woke the echoes of war.

We should be equally blind to our best interests, and ungrateful to our schools, if we should refuse to recognize the agency of education in these magnificent results. It matters not that not every soldier can read, and that many have never perhaps been in the school room. All have drunk in of the general tide of free thought ever flowing from the halls of learning. Through their educated pupils, our schools have transformed even the shops and streets into wider school rooms for the instruction of the people and the dissemination of practical knowledge. The mind-power of the nation has not only enabled it to comprehend and accept the great issues of the conflict, but has taught it how to produce, on a sudden, all the needful material of war. Its skilled industry has stood in stead of mighty arsenals, filled with gathered munitions, and out of the brain of the nation have sprung, ready armed, the grandest army and navy on the globe. The schooled conscience of the people has inspired it to overcome the cherished prejudices of generations, and to keep abreast with the magnificent moral revolution that has rolled onward above the battle-fields. It is the grand, noticeable fact in this great war, that the people have led the government, not the government the people. The people have thought faster and better than their rulers, and yet, with a noble reticence and trust they have waited patiently till their rulers could find out the public mind and follow it.

Did free public schools need a new argument for their defence, it is here afforded them. Did their friends need a new call to labor for their improvement, it comes thunder-toned from this war. Who henceforward can doubt that the free school is the necessary adjunct of a free State? And in the great future of national growth and power which begins already to rise to sight beyond the battle fields, how much shall we need to work with a double energy and zeal these agencies by which the people can alone be lifted into some sort of equality with their

destiny, and the national conscience made equal to the control of the national career! If our land shall escape the fate of the republics of the old world, it must be through the aid of a christian civilization made prevalent and powerful by universal education.

Three great reforms are needed in the free schools of our country:

1st. As the schools are made free to the pupils, the pupils should be made sure to the schools. The right to maintain schools by public tax, implies the right to send to school by public authority; and while the State should sacredly guard the right of parents to be the educators of their children, it should equally protect the right of the child to be educated, and should above all, enforce the grander right of society to secure education to its own future citizens. Leaving every parent to choose his own school, it should see to it that no child is reared to manhood without an education suited to his wants.

2nd. A purer and nobler moral culture should be made a regular part of school instruction. Not a mere negative morality, consisting in a puritanic avoidance of wrong doing, but a great-souled, active, and earnest love and practice of the right—a daily inculcation by word and deed of every noble sentiment, of philanthropy, and truth and duty—such should be the moral education of every pupil of the public schools. The good of society and the safety of the schools, demand that we shall no longer rest content, with a mere intellectual culture which affords to the State no pledge that those whom it has paid to educate, will use their education for the public good, and not for the public damage. Let the teachers be made free, while they teach the mind knowledge, to lead their pupils as far God-ward and Heaven-ward as they can.

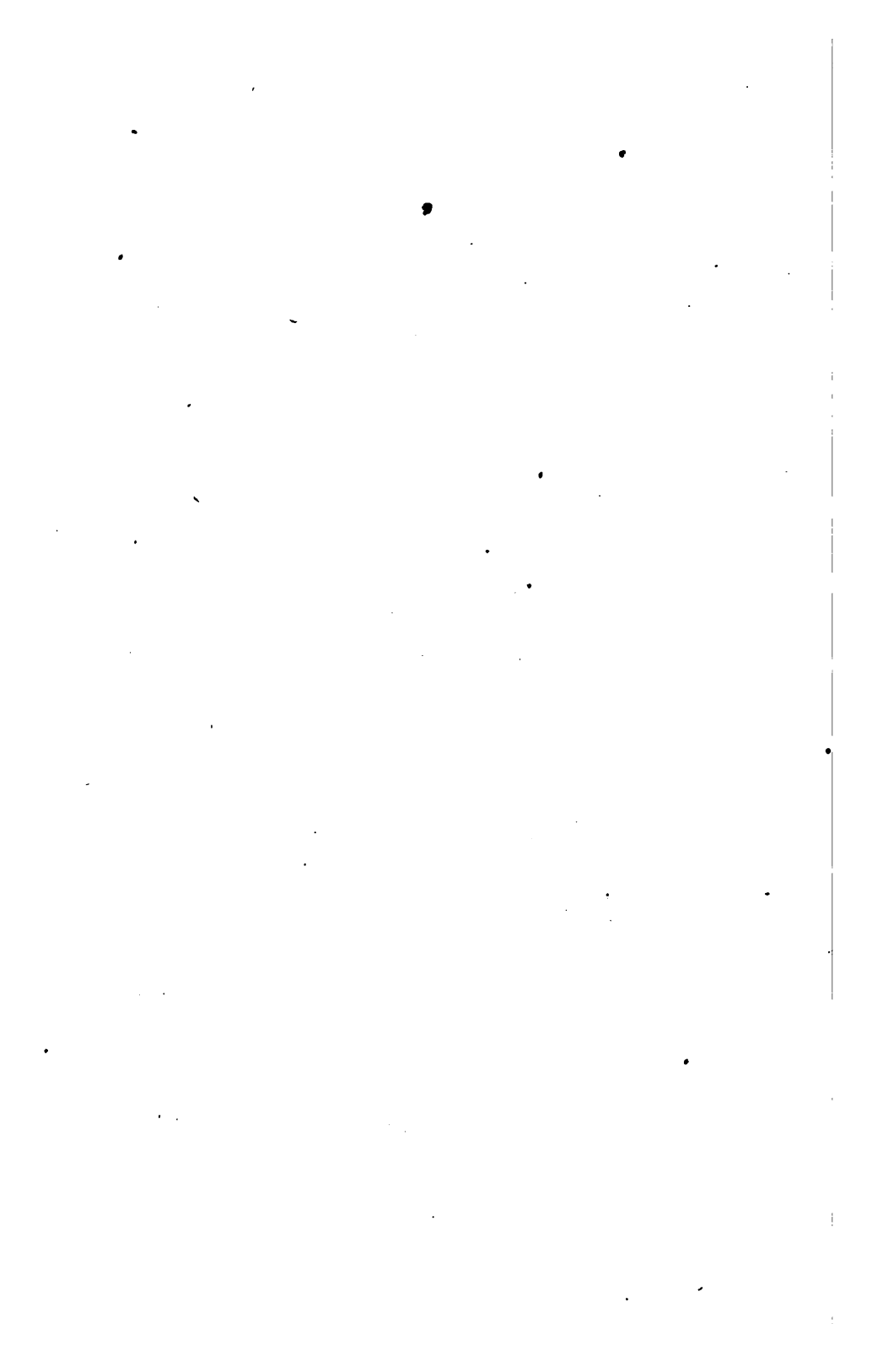
3d. It should be insisted on that public education shall conform more to its public uses. Instead of instructing the pupil as if for his own personal and private good, we should demand that he be thoroughly educated also for the uses of society and the service of the State; and thus the public school be made

public in a higher sense. Let the knowledge and sentiments necessary to a good citizen be made a part of each school course. Let each pupil be taught the history of his country, the principles and framework of its government, the rights and duties of the people in a republic, the obligations of public law and the principles of civil and religious liberty. All this may be accomplished in the common school by a simple course of reading and oral instruction, and in the higher schools by a more extended and systematic course of study. And to this let there be added a profound reverence for the Constitution and the laws of the land, an intelligent love of country, and a passion for liberty inculcated by a frequent rehearsal of our national struggles, and of the heroic endurance and noble achievements of patriot soldiers and citizens. Let story and song be invoked to fill the souls of our children with the grand and useful sentiments of national honor and national defence. Let childhood in all the land be taught to reverence the memories of the noble dead who, on the great battle-fields, as at Gettysburg, Chattanooga, and a hundred more, bared their bosoms and offered their lives for their country. Thus let the State care for its children, providing them a culture which may give them sound bodies, intelligent minds, and pure hearts; and in their manhood, it will not lack for loyal citizens and valient defenders.

JOHN M. GREGORY,

Superintendent of Public Instruction.

APPENDIX.



UNIVERSITY OF MICHIGAN.

HON. J. M. GREGORY, *Supt. of Public Instruction* :

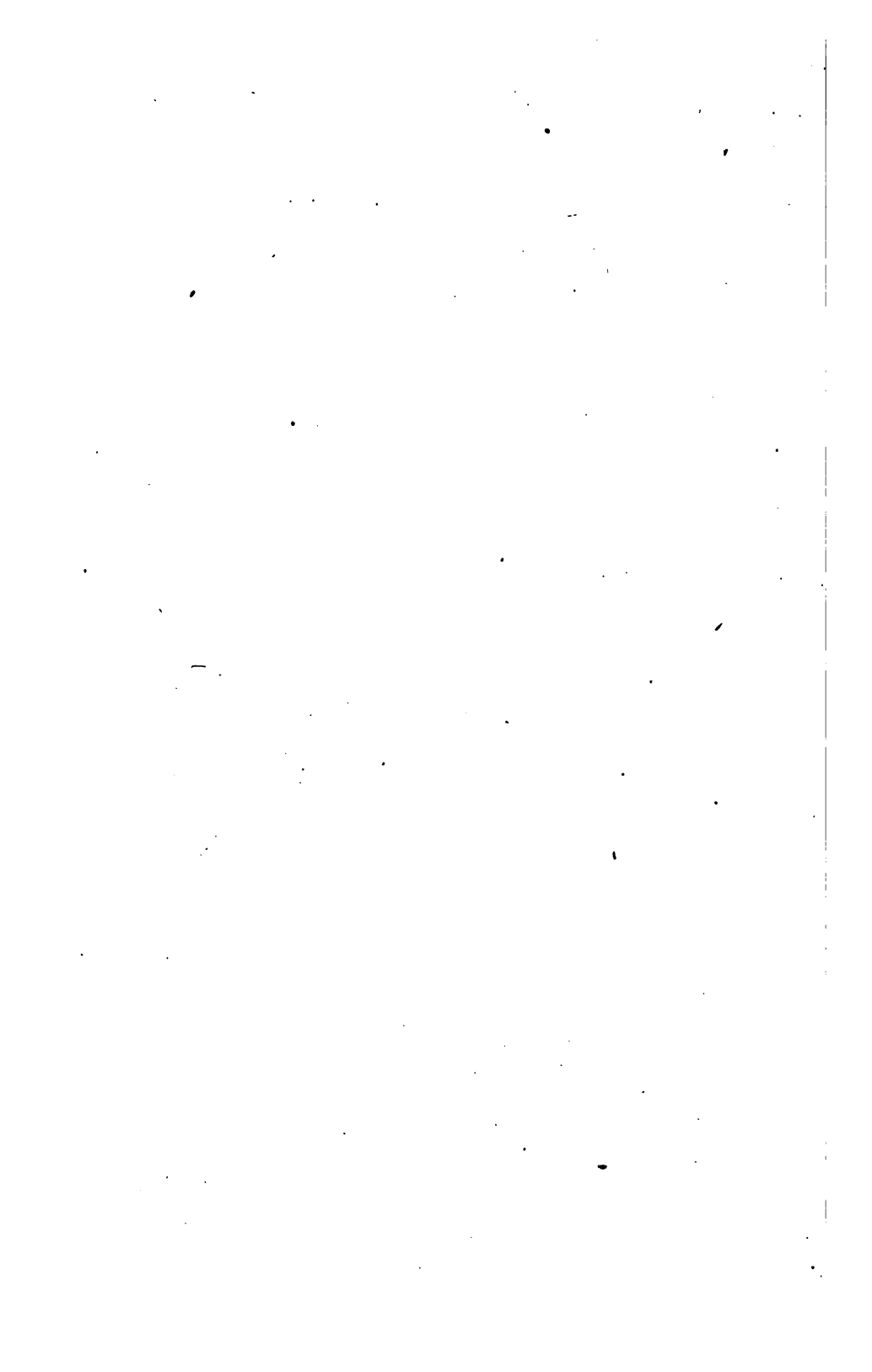
DEAR SIR:—I herewith present to you the Twenty-Fifth Annual Report of the Board of Regents of the University of Michigan for the fiscal year ending June 30, 1863.

Very respectfully,

D. L. WOOD,

Sec. Board of Regents.

Ann Arbor, Nov. 21, 1863.



REPORT OF THE BOARD OF REGENTS.

UNIVERSITY OF MICHIGAN, }
Ann Arbor, July 1st, 1863. }

HON. JOHN M. GREGORY, *Supt. of Public Instruction for the State of Michigan:*

The Constitution of the State, adopted several years after the University had been organized, and when it was in successful operation, and when it may be supposed the people of the State knew how to value it, and what were its wants, and the best way to ensure its success, has given the Board of Regents the general supervision of the University, and the direction and control of all expenditures from the University Interest Fund.

The laws of the State have vested the government of the University in the Board of Regents. These also give them power to enact ordinances, by-laws and regulations for the government of the University; to elect a President; to fix, increase and reduce the regular number of professors and tutors, and to appoint the same, and to determine the amount of their salaries, and to remove the president, and any professor or tutor, when the interest of the University shall require it; also to appoint a secretary, librarian, treasurer, steward, and such other officers as the interests of the institution may require, who shall hold their offices at the pleasure of the Board, and receive such compensation as the Board may prescribe. Power is also given to the Regents to regulate the course of instruction, and prescribe, under the advice of the professorships, the books and authorities to be used in the several departments, and to confer degrees and grant diplomas.

Having thus fully committed the University and its interests, and with these the higher educational interests of the State, to

the Board of Regents, with a becoming vigilance and care, the Legislature has required them to make an exhibit of the affairs of the University in each year to you, setting forth the condition of the University and its branches, the amount of receipts and expenditures, the number of professors, tutors and other officers, and the compensation of each, the number of students in the several departments, and in the different classes, the books of instruction used, an estimate of the expenses for the ensuing year, together with such other information and suggestions as they may deem important, or you may require to embody in your report. This requirement shows the deep interest which the people of the State feel in the educational interests connected with the University which they have so fully and confidently committed to the supervision and control of the Board of Regents.

In order to make assurance doubly sure, the Legislature has provided for the appointment of a Board of Visitors, who are required to make a personal examination into the state and condition of the University in all its departments and branches, once, at least, in each year, and report to you the result of such examination.

The Board of Regents thereon proceed to present to you the following exhibit of the affairs of the University for the year ending June 30, 1863:

NUMBER OF PROFESSORS AND INSTRUCTORS.

In the Department of Medicine,.....	9
In the Department of Law,.....	8
In the Department of Science, Literature and the Arts,..	15

NUMBER OF STUDENTS.

In the Department of Medicine,.....	252
In the Department of Law, (Seniors 87; Juniors 45; Resident Graduates 2;).....	134
In the Department of Science, Literature and the Arts,...	266
Total,.....	652

Of these there graduated in

The Department of Medicine,.....	34
The Department of Law,.....	45
The Department of Science, Literature and the Arts,..	45

For a more complete account of these you are referred to the report of President Haven, hereto annexed.

ACADEMICAL STUDENTS IN THE DIFFERENT CLASSES.

First year,.....	41
Second year,.....	48
Third year,.....	33
Fourth year,.....	34
In select courses,.....	44
In chemistry,.....	61
In engineering,.....	3
In courses for the Second Degree,.....	2
Total,.....	266

The names and number of Professors, Tutors and other officers and the compensation of each are as follows:

Rev. Erastus O. Haven, DD., L. L. D., President of the University and Professor of Rhetoric and English Literature, salary \$2,000.

Rev. George P. Williams, L. L. D., Professor of Mathematics, salary \$1,500.

Edward P. Evans, Ph. D., Instructor in Modern Languages and Literature, salary \$500.

James R. Boise, A. M., Professor of the Greek Language and Literature, salary \$1,500.

Henry S. Frieze, A. M., Professor of the Latin Language and Literature, salary \$1,500.

Andrew D. White, A. M., Professor of History and English Literature, salary \$1,500.

Francis Brunnow, Ph. D., Director of the Observatory and Professor of Astronomy, salary \$1,500.

Alexander Winchell A. M., Professor of Geology, Zoölogy and Botany, salary \$1,500.

DeVolson Wood, A. M., Professor of civil Engineering, salary \$1,000.

James C. Watson, M. A., Professor of Physics, and Instructor in Mathematics, salary \$1,000.

Alfred DuBois, M. A., Assistant Professor of Chemistry, salary \$1,000.

Adam K. Spence, B. A., Instructor in Greek, Latin and French, salary \$600.

Datus C. Brooks, M. A., Librarian, salary \$800.

Charles K. Adams, M. A., Instructor in Latin, Rhetoric and English Literature, salary, \$500.

Hon. James V. Campbell, Marshall Professor of Law, salary \$1,000.

Hon. Charles I. Walker, Kent Professor of Law, salary \$1,000.

Hon. Thomas M. Cooley, Jay Professor of Law and Lecturer on Constitutional Law and Medical Jurisprudence, salary \$1,500.

Silas H. Douglass, M. A., M. D., Professor of Chemistry, Mineralogy, Pharmacy and Toxicology, salary \$1,500.

Abram Sager, M. A., M. D., Professor of Obstetrics and diseases of women and children, salary 1,000.

Moses Gunn, M. A., M. D., Professor of Surgery, salary \$1,000.

Alonzo B. Palmer, A. M., M. D., Professor of the Theory and Practice of Medicine, of Pathology and Materia Medica, salary \$1,000.

Corydon L. Ford, M. D., Professor of Anatomy, salary \$1,000.

Samuel G. Armor, M. D., Professor of Institutes of Medicine and Materia Medica, salary \$1,000.

William Lewitt, M. D., Demonstrator of Anatomy, salary \$500.

Preston B. Rose, Assistant in Chemistry, salary \$250.

William H. Bruckner, Assistant in Chemistry, salary \$200.

D. L. Wood, Secretary, salary \$200.

J. H. Burleson, Steward, salary \$400.

Volney Chapin, Treasurer, salary \$200.

W. B. Jolly, Janitor, salary \$325.

John Carrington, Janitor, salary \$300.

Gregory Neigler, Janitor, salary \$150.

The books of instruction used are the same as last year.

The following general view of the Library, Museum and other means of illustration and instruction may not be deemed out of place here, or uninteresting to the readers of your annual report:

SCHOOL OF MILITARY ENGINEERING AND TACTICS.

At the annual meeting of the Regents, held in June, 1861, a Chair of Military Engineering and Tactics was established. Owing to the difficulty of procuring a suitable military man, during a war which makes such large demands upon military talent and qualifications, no Professor has yet been appointed to this chair. It is hoped, however, that one will soon be secured, when a full course of military instruction will be developed.

As a temporary arrangement, the Professor of Civil Engineering will give a course of lectures on Military Engineering during the second semester.

AGRICULTURAL COURSE.

It is designed as soon as practicable, to organize a special department under this head, where courses of lectures will be given upon the theory of Agriculture as a science, and upon its special details.

At present, lectures are given upon Botany, Zoölogy, Geology, Mineralogy and Chemistry, in which the application of these sciences to Agriculture is shown; and, in the Department of Practical Chemistry, students have an opportunity to study and engage in the analysis of soils, and other analyses, under the supervision of the Professor of Chemistry.

It is believed that when this course comes into full operation, the collateral advantages of its connection with the University, no less than the thoroughness and fitness of the course itself, will commend it in a high degree to the attention of the agriculturists of the State.

MISCELLANEOUS.

I. LIBRARIES.

The University Library, which has heretofore been located in the north Building, will be removed before the beginning of another Collegiate year into the very ample and commodious Library Room, occupying the first floor of the new and elegant building, recently erected for its accommodation and the use of the Law Department. In this new apartment the Library will in every respect be very much better accommodated than ever before ; the space is ample for the convenience of all who may wish to consult it ; the arrangements for warming, ventilation and light are perfect ; and the conveniences such that it is believed the Library will be much more useful to the students than they have hitherto been able to make it. The Library now contains about ten thousand volumes, and an appropriation is made annually for the purchase of books and periodicals.

The Law Library will also be removed before the beginning of another term, to a spacious and comfortable room adjoining the Lecture Hall, in the same building. This Library is open to students ten hours each day, under such regulations as render it a convenient and suitable place, not only for consultation, but also for regular study, to those who see fit to make use of it for that purpose.

In May, 1858, the "Christian Library Association of the University of Michigan" was organized for the purpose of procuring, by donation and purchase, without expense to the University, a Free Circulating Library of moral and religious works, for the use of all members of the University. Its affairs are to be managed by a Board of Directors, of which the President of the University is President ; two Directors are chosen by the Board of Regents ; two by the Faculties ; two by the Students' Christian Association ; and two by the Christian Library Association, from persons not connected with the University.

II. DETROIT OBSERVATORY.

This Observatory, a donation of the citizens of Detroit, is now entirely finished. It is situated half a mile from the University ground, on a hill 150 feet above the Huron river, from which is presented one of the most charming views in the country. The building consists of a main part, with a movable dome 21 feet in diameter, and two wings, one of which contains the rooms for the observer, while in the other the splendid Meridian-Circle, presented by H. N. Walker, Esq., of Detroit, is mounted.

This instrument, which is one of the largest and best of its kind, was imported from Berlin. The focal length of its telescope is eight feet; the aperture of the object-glass, six French inches. It is furnished with two circles, a little more than three English feet in diameter, and with eight microscopes, by which the divisions of the circle can be read as near as one-tenth of a second. The same room contains a sidereal clock, made by Tiede, in Berlin, and two collimators north and south from the Meridian Circle, for the determination of the error of collimation.

In the dome, a large telescope, with an object-glass of thirteen English inches in diameter, is mounted. This instrument, which, in size, is surpassed only by the telescope in Cambridge, Mass., and by that in Pulkova, in Russia, was made by Mr. Fitz, of New York.

Students who make Astronomy an optional study during the Senior Year, or in the University Course, will have instruction in the use of the instruments, and will have an opportunity to participate in the observations.

III. THE MUSEUM.

The University Museum embraces the following valuable collections, illustrative of Science, Art and History :

I. Natural History.

1. A choice collection of Minerals, embracing over six thousand specimens, principally European. This collection was purchased of the late Baron Lederer, and is called the "*Lederer Collection.*"

2. A rich collection of the Mineral Species of Michigan, including all the varieties of *Copper Ore and Associated Minerals* from the different localities of the Lake Superior district. This collection is partly the fruit of the State Geological Survey, and partly the result of the subsequent labors of Professor Douglass.

3. The collection in Geology, consisting of the large and complete series of specimens brought together by the State Geological Survey; to which Professor Winchell has added his own collections of Cretaceous and Tertiary Fossils, with examples from other formations; together with the fruits of exchanges with the duplicates of the State collection.

4. A very large Zoological collection, consisting, 1st. Of a complete suite of the *Birds which visit Michigan*, with most of the *Mammals of the State*; a nearly complete series of the *Reptiles found east of the Rocky Mountains*; two thousand species of *Mollusca*, embracing all the land and fresh-water forms of the Northern and Western States, and a considerable collection of *Fishes and Radiata*. 2d, Professor Winchell's collections, embracing *Land and Fresh-water Shells*, from all parts of the United States, and from Jamaica, W. I.; osteological and microscopical preparations, and two thousand specimens of *Insects*. 3d, The "*Trowbridge Collection*." This is an extensive series of specimens in all the classes of the Animal Kingdom, made by Lieut. Trowbridge (late Professor in the University), upon the Pacific coast of our country; it furnishes a complete illustration of the *Fauna* of that coast, and will raise the University collection to a rank among the first in the country.

5. An Herbarium, illustrative of the *Flora of the State*, containing about fifteen hundred species, arranged and labeled, to which have been added about four hundred species from the Southern States, and two hundred and twenty-five from Germany.

II. Museum of the Medical Department.

The Anatomical Museum has been selected and prepared with direct reference to teaching. Although it is not deemed neces-

sary to enumerate particularly its contents, a few may be named, to indicate the character of the collection.

Besides containing a number of *Adult Skeletons*, articulated and separate, of the most perfect description, there are preparations illustrating its various stages of development and change from its first rudiments of foetal life to extreme old age ; and a variety of partial or complete skeletons of inferior animals, to exhibit its various modifications.

It contains, likewise, beautifully prepared *Skulls* and *Teeth*, to illustrate first and second dentition, and others showing many of the diseases to which they are subject.

Various *Arterial Preparations*, complete and partial, afford good facilities for studying the vascular system.

Several hundred *Alcoholic Preparations* of healthy and diseased structures—human and comparative—furnish important aid in illustrating Physiology and Pathology ; while models in plaster and *papier mache*, with a valuable collection of *Plates*, *Splints*, and *Surgical Instruments*, meet the wants of the more practical branches.

An important addition to these means of illustration has recently been made by an importation from Europe, of great beauty and value ; among which are a collection of bones of the head, disarticulated and mounted, and an extended collection of *Wax Models*, illustrative of various anatomical and pathological conditions, including representations of the anatomy of the pelvis and its contents, of several varieties of hernia, of specimens of small-pox and the vaccine disease, and of a large number of cases in ophthalmic surgery, &c.

The Department of the Museum illustrative of *Materia Medica* consists of a very complete suite of *Crude Organic Medicinal Substances*, embracing between five and six hundred specimens, imported from Paris, put up in beautiful glass covered half-gallon jars of uniform appearance, finely displayed, arranged according to their order in Natural History, and labeled in both French and English ; besides about one thousand other specimens of *Simple Mineral and Vegetable Substances* and *Pharma-*

cutical and Official Preparations, Active Principles, &c., arranged in groups convenient for study ; and altogether comprising a collection, which in amount, variety, and adaptedness to the purposes of instruction, it is confidently believed is not equaled by any of a similar character, even in the older institutions in this country.

Besides these actual specimens, Medical Botany is illustrated by between one and two hundred large and finely-colored *Plates*, framed and glazed, and displayed for observation.

A full suite of *Instruments used in Diseases of Females*, is deposited in the Museum, illustrating the surgical processes required in this class of cases ; and the magnificent *Portraits of Cutaneous Diseases*, by Dr. Erasmus Wilson, and the no less useful collection by Dr. Robert Willis, illustrate very fully this department of Pathology.

III. *The Fine Arts and History.*

This collection was commenced in the year 1855, by Prof. Frieze, and at present comprises—

1. A Gallery of Casts, in full size and in reduction, of the most valuable *Ancient Statues and Busts*. These were mainly executed at the Imperial modeling establishment of the Louvre, by Desachy, of Paris, and by the Brothers Micheli, of Berlin.

2. A Gallery of more than two hundred Reductions and Models in terra cotta and other materials. These represent the principal *Statues, Portrait Busts, Vases, and other Antiquities in the Museo Borbónico* and other European museums. They were executed at Naples.

3. A Gallery of Engravings and Photographic Views, executed in Italy and Greece, illustrating, especially the *Architectural and Sculptural Remains of Ancient Rome, Pompeii, Paestum, Athens and Corinth*.

4. The *Horace White Collection of Historical Medallions*, comprising, 1st, Four hundred and fifty *Casts from Antique Gems* in the Royal Museum at Berlin, illustrative of Ancient History; 2d. Over five hundred *Casts illustrative of Mediæval History and*

of the Renaissance Period; 3d, About four hundred *Medallion Portraits of Leading Personages in Modern History*. These portraits were derived from authentic sources, and reduced with fidelity, and the whole were cast by Eichler, of Berlin.

Not included with the above are several copies of *Modern Busts and Reliefs*, by Thorwaldsen, Canova, Powers, and others.

All the above collections are now arranged in connected galleries, for the purpose of rendering them attractive, as well as accessible, both to students and visitors. The University thus affords a secure deposit for objects of value or curiosity, where they can be classified and exhibited to the best advantage, and be productive of the greatest amount of good. It is to be hoped, therefore, that the Museum will receive accessions, not only through the direct action of the Board of Regents and of the Faculties, but also by donations from individuals, whether graduates or other friends of the Institution. Valuable donations of this kind have already been made.

The members of the class of 1859, shortly before graduation, imported from Paris, for the Gallery of Statues, a splendid copy of the Laocoon, of the full size of the original; thus leaving within the halls of the University a noble monument of their public spirit, and of their affection for *Alma Mater*, as well as an honorable example for those who shall hereafter fill their places. No token of grateful remembrance, whether bestowed by a class, or by an individual graduate, can be more acceptable to the University—certainly none more beautiful and appropriate—than an accurate copy of one of the great masterpieces of Ancient or Modern Sculpture.

IV. EXPENSES.

The only charge of the Institution (from whatever part of the country the student may come) is an admission fee of ten dollars, and an annual payment of five dollars. The fee of ten dollars entitles the student to the privileges of permanent membership in any Department of the University.

There are no dormitories, and no commons, connected with the University. Students obtain board and lodging in private families, at prices varying from two to three and a half dollars per week. Clubs are also formed, by which the price of board is much reduced.

Including board and washing, the necessary expenses of a student for a year will range from one hundred and twenty-five to one hundred and fifty dollars.

V. GENERAL REMARKS ON THE COURSE OF STUDY, AND THE POPULAR CHARACTER OF THE UNIVERSITY.

In the department of Literature, Science, and the Arts, there exist now three prescribed courses of study: The *Classical*, in which students are graduated as Bachelors of Arts; the *Scientific*, in which students are graduated as Bachelors of Science; and the course of *Civil Engineering*, in which the students will receive the diploma of Civil Engineer.

In addition to the above, elective studies are introduced; so that students, after having completed one year of the courses for graduation, can proceed not only to one or both of the others, to study the branches which peculiarly belong to them, but can select, also, particular sciences or subjects of prolonged study, extending through two, three, or more years, according to the nature of the science selected, or the degree of perfection at which they aim. The old idea of crowding all the science and literature into four arbitrary years is thus abrogated.

Courses of four years' study are, indeed, still prescribed, since the state of our preparatory schools does not admit of an entire revolution at once; but the amount of study allotted to each is only what experience has decided to be practicable within that period. But if any student fails in the stated examinations, he will be required to fall back to a lower class, and to review his studies as much as his case requires.

The popular character of the University is worthy of notice. It is the prevailing opinion that the common school is the most popular of all our institutions of learning. This would be true,

did the common school meet all the educational wants of the people, and were it the only one open to them. But it certainly cannot be true merely because the common school is the *lowest* grade of education, unless we adopt the monstrous principle that the people are entitled only to the lowest grade.

All civilized countries, and especially those having popular forms of government—where the people share alike the sovereign power, and are eligible to the civil offices—require a great number of highly educated men. Indeed the more widely the higher degrees of education are diffused, the better. But where the higher institutions of learning are so constituted as to be accessible only to the rich, and to privileged classes, they can not be popular institutions.

Now, the University of Michigan is popular, in the strictest sense, whether we consider its course of study, or the fact that it is open to all the people, without distinction. If any wish to give their sons a classical education, with a view of introducing them into the Learned Professions, they find here the requisite course of study. If any wish to give their sons a purely scientific education, or to introduce them to branches connected with the Mechanical Arts, with Manufactures, with Commerce, with Agriculture, or with Civil Engineering, the requisite courses are all here provided.

By the introduction of courses for the higher degrees, the scope of the University is still more enlarged, and made to approximate still nearer to those grades of education which are properly embraced in the University title.

The University thus meets the wants of the people in all the higher degrees of education.

In the next place, the University, having been endowed by the General Government, affords education without money and without price. There is no young man so poor, that industry, diligence and perseverance, will not enable him to get an education here.

The present condition of the University confirms this view of its character. While the sons of the rich, and of men of

more or less property, and, in large proportion, the sons of substantial farmers, mechanics, and merchants, are educated here, there is also a very considerable number of young men dependent entirely upon their own exertions—young men who, accustomed to work on the farm, or in the mechanic's shop, have become smitten with the love of knowledge, and are manfully working their way through to a liberal education, by appropriating a portion of their time to the field and the workshop.

Still farther additions to the general *materiel* of education will, we trust, from time to time be made, as shall in the process of development be required.

VI. ENDOWMENT AND RESOURCES.

The University of Michigan received from the United States a grant of two townships of land, which was placed under the control of the State of Michigan, to be sold, and the proceeds applied to "the use and support" of the University. The sale of these lands has produced a fund, in the hands of the State as Trustee, now amounting to \$534,667 57 upon which interest, at the rate of seven per cent. per annum, is paid, and which produces a reliable income of more than..... \$37,426 72 It also receives from other sources annually, about 6,000 00

Making upwards of..... \$43,426 72 which the institution has annually to operate with. This sum is sufficient to pay its Professors and all its officers, its contingent expenses, and to increase its libraries and other means of illustration every year gradually.

The past year has been distinguished by the following changes :

On the first day of the college year, John Louis Fasquelle, late Professor of Modern Languages and Literature, in the University, was removed from his field of usefulness by death, and Edward P. Evans was appointed to give instruction in the Department of Modern Languages temporarily, and afterwards he was appointed to fill the chair made vacant by the death of

Professor Fasquelle. Reverend Henry P. Tappen, D. D., L. L. D., was removed from the office of President and from the chair of Moral and Intellectual Philosophy, and Reverend Erastus Otis Haven, D. D., L. L. D., of Massachusetts, was appointed President and Professor of Rhetoric and English Literature. Reverend Lucius D. Chapin was appointed Professor of Moral and Intellectual Philosophy. John L. Tappan was removed from the office of Librarian, and Datus C. Brooks appointed Librarian in his stead. Francis Brunnnow resigned the Professorship of Astronomy and the Directorship of the Observatory, and James C. Watson was appointed to fill the places thus made vacant. It is due to Professor Watson to state that his appointment was called for by some of the first names in our own country, among whom may be mentioned Elias Loomis, Professor of Natural Philosophy and Astronomy in Yale College, A. D. Bache, Superintendent U. S. Coast Survey, Dr. B. A. Gould, Superintendent Astronomical Department, U. S. Coast Survey, William Chauvent, late Professor Mathematics and Astronomy, Washington University, St. Louis, and now President of that Institution, Benjamin Pierce Perkins, Professor of Astronomy and Mathematics in Harvard College, Joseph Wintock, Prof. Math. U. S. N., Supt. Naut. Almanac, and Com. J. M. Gillis, U. S. N. Observatory, Washington. We are happy to be able to add, that before the ink was scarcely dry on his new commission, the advent of Professor Watson to the chair of Astronomy, was signalized by the announcement that he had discovered a new planet never before recognized by, or known to any astronomer of the old or new world. Professor Watson was appointed on the 25th day of August, 1863. The new planet was discovered by him at the Observatory, at Ann Arbor, on the night of the 14th September, in the constellation Pisces. On the evening of the 15th its planetary character was established beyond doubt, and on the discovery was communicated to astronomers in this country, and to Professor C. A. F. Peters, of Altona, Denmark, editor of the *Astronomische Nachrichten*. The discovery was confirmed at Wash-

ington and Albany on the 23d of September, and at the Royal Observatory at Leipsic, on the 4th of October. The discovery having been thus duly announced and confirmed in this country and in Europe, the selection of a name for the new world, by right of discovery, devolved upon Prof. Watson. He has therefore selected the name *Eurynome*, who in the Gretian mythology, was the mother of the Graces. Professor George P. Williams, was by his own request transferred from the chair of Mathematics to the chair of Physics, which became vacant by the transfer of Professor Watson to the Observatory. Charles K. Adams was appointed Instructor in Latin and History.

In this review of the action of the Board of Regents during the past year, it is proper for us to make especial mention of the change in the Presidency of the University.

Changes of the members constituting the Faculties of a literary institution, including its head, must in the nature of things take place from time to time. Such changes have often occurred in the history of our University, and are to be expected as occasion may arise in the future. Such changes are produced by an indefinite variety of causes, not always susceptible of detailed statement; causes seldom proper to be spread uncalled for, before the world, and always involving considerations delicately affecting individuals, and in point of fact, when such changes and transfers have been made, here and elsewhere, seldom if ever, has it been thought fitting or expedient to set forth an expose of the whole case. It is doubtful whether the action of the present Board furnishes an exception to these remarks, either in point of fact, or of policy.

Before making any further allusion to our change of the Presidency, we may be permitted to suggest some points bearing upon our duties and our position as Regents. It is made our duty by the Constitution and laws of the State, to appoint a President, Professors, and other agents for carrying on the business of the University, and to remove them as occasion may require; to make due use and application of its funds, and to see that the Institution is made to subserve the purposes of its

creation. This we are to do without fee or reward, except that reward which arises from a consciousness of having endeavored to execute faithfully the high trusts thus reposed in us. We frankly submit, therefore, that it would not be unreasonable to presume *prima facie*, the truth of the following proposition, viz: That the Board of Regents are conscious of the high trusts with which they are charged: That they have acquainted themselves with the practical working of the Institution, and have learned, at least, so much of its merits and defects as have a direct bearing on their duties: That they have endeavored to increase its merits and to eradicate or diminish its defects: That they have not and cannot have any purpose in their action other than the good and prosperity of the University: That they have endeavored to perform their duty without fear, favor or affection: That, in their action, the removal of a President, among other things, there were causes, in their judgment, not justifying simply, but imperiously requiring such action, whether those causes have been, or may now be fully enumerated or not. If these propositions are granted, we think we shall find no difficulty in satisfying the true friends of the University of the propriety of our action.

We long since saw, to our regret, that evils existed in the University, of a serious character. The Senior year had become of comparatively little value. Its high tone of scholarship had fallen away. The philosophy taught during that year was little more than a name. By-laws adopted by the Board, for the government of the University, were rejected, and their enforcement refused. Moral restraints were, in many cases, thrown off, and it became exceedingly difficult, if not impossible, to enforce discipline for moral delinquencies. Habits of wine and beer drinking to excess, and other improper habits, were not sufficiently discountenanced. Dissensions existed between Professors and the President. The absence of the President from the University during term time occurred for extended periods. A claim has been persistently asserted that

a degree of power belonged to the President, which was uncontrollable by any other body, and which would deprive both Regents and Faculties of many of their most important prerogatives in the external and internal management of the University. Any difference of opinion on this subject has been treated as a personal grievance, and has been resented. Members of Faculties have experienced this jealousy to an extent which has caused them serious annoyance and inconvenience, and their usefulness has been impaired by assaults on their character and motives, openly made by the President. Others have abstained from expressing their views at Faculty meetings, and on other occasions, from a well grounded fear of exciting similar enmity and annoyance. It has been distinctly claimed that the views of the President should overrule those of the Faculties where they should not be in unison, and the persistent assertion of this uncontrolled right of government, and the feeling known to be excited in him by any opposition to his views, has prevented any general or cordial interchange of sentiment upon University interests between him and the body of Professors ; and the complaints which he has made against Regents and Professors have not been confined to private circles or official intercourse, but his criticisms and attacks have been made freely and publicly, without reference to place or occasion, and have been made to students, and even in class exercises, to the manifest subversion of respect and discipline.

Such a clashing of claims to authority, and such interferences with the rights and usefulness of others could not but tend to destroy the University. All these evils were attributed mainly to the President.

The extent of these and other defects and direllections, the practical evils they produced—some of them obvious to every observer—others not so readily observable, but quite as injurious, convinced the Board long since, of the imperious necessity for their interposition to devise and effect a remedy, and we were as well convinced, that the only effectual remedy was the one we applied, the removal of the President and the ap-

pointment of a successor. The difficulties in the way of this remedy were neither few in number, nor trifling in force. They will readily recur to the reflecting. But, without entering upon that phase of the question, it is sufficient to say that it became our duty to effect it. This we did after several hours of express notice to the President with the hope that a resignation on his part might relieve us from the further prosecution of this unpleasant duty. We confidently trust that results will vindicate our action, and add to the prosperity and usefulness of the University.

BUILDINGS NEEDED.

That the University needs buildings has been again and again stated, urged and repeated by Regents and visitors, by the President and other friends of the University, and yet we cannot refrain in view of its pressing wants in this respect to repeat our opinion that notwithstanding the present Board of Regents have by a severe economy, succeeded in enlarging the Laboratory and providing a new building for the accommodation of the Law Department and the general Library, yet the University needs more buildings. The Medical College building must be enlarged or its doors be closed against large numbers desiring to avail themselves of the instruction given there. A new chapel is still needed, greatly needed for the proper moral training of the young men, and the public exercises of the Institution, and the State should not longer withhold the means of furnishing these much needed accommodations for the proper and creditable working of its University. We hope and trust that the next Legislature will cheerfully respond to an appeal from our successors on this subject and furnish them with the means of adding the crowning glory to the University which will thus supply it with pleasant accommodations for the religious and moral training of its students, and with a suitable place for its annual public exercises. In 1860 the present Board in their annual report urged this appeal which was seconded by you as Superintendent of Public Instruction by a note appended to that report in the following words: "A

chapel ample enough to accommodate the large congregation of students which the fame of our University has attracted to its several departments, is a necessity which neither the patriot nor the Christian can longer overlook. Society has too large a stake in the character of the six hundred young men gathered here, not to furnish every facility for that moral culture which may inspire them with Christian sentiments, and prompt them to devote their educated manhood to the high uses of private morality and public good." We hope and trust that the Christian patriotism and philanthropy of the people will no longer allow the Legislature to slumber over this important duty, and that our successors may be enabled to signalize their administration by the consummation of this long neglected, though much needed addition to the strength and means of healthful influence of the University. This demand becomes more urgent each successive year as the number of students increases, and has now grown to be a necessity, as the number of students on the sixteenth of November, 1863, is 753, and will probably exceed 800 during the year. The Medical College is crowded to its utmost capacity by filling all the aisles and passage ways with seats for the accommodation of students. Annexed hereto is a Roll of Honor, or List of Students from the University who have entered the army of the Union to defend their country, so far as we have been able to collect the names. We deem it not unfitting that their names should be thus preserved in the public documents of our State. We are happy to add that at the date of this report the University is prosperous in all its departments beyond anything in its past history.

All of which is respectfully submitted.

DONALD McINTYRE,
E. LARKIN BROWN,,
J. EASTMAN JOHNSON,
B. L. BAXTER,
LEVI BISHOP,
HENRY WHITING,

Regents.

Ann Arbor, November 17th, 1863.

ROLL OF HONOR.

The following are the names, rank, &c., of some of the Alumni of the Department of Literature, Science and the Arts, of the University of Michigan, who are or were in the Army or Navy of the United States:—furnished by D. H. Lovejoy, M. A. class of 1862.

Class of

- 1846. Wm. W. Phelps, Col. 3d Minn. Inf.
- 1847. John S. Newbury, Provost Marshal, 1st Dist. of Mich.
- 1847. T. R. B. Palmer, Capt. 13th Mich. Inf.
- 1848. W. R. Marsh, Surgeon 2d Iowa Inf.
- 1848. W. C. Ransom, Major 1st Kansas Inf.
- 1848. J. R. Smith, Surgeon U. S. A. (Res.)
- 1848. *J. B. Witherell, Lieut. U. S. A. (Res.)
- 1849. E. B. Andrews, Surgeon 1st Ill. Art. (Has resigned,
and is Prof. of Surgery, Chicago Med. Coll.)
- 1849. Dwight May, Lt. Col. 12th Mich. Inf.
- 1850. E. Bacon, Lt. Col. 6th Mich. Inf.
- 1852. *W. L. Bean, Lieut. 28th Wis. Inf.
- 1852. *S. A. Bean, Col. 4th Wis. Inf.
- 1853. G. M. Lane, Capt. Invalid Corps.
- 1854. W. Chandler, Lieut. 1st Ill. Art.
- 1854. J. G. Evans, Lieut. 4th Ohio Inf.
- 1854. L. Richardson, Asst. Quartermaster U. S. A.
- 1855. *E. P. Clark, 1st Sergt. 6th Mich. Inf.
- 1856. J. E. Clark, Major 5th Mich. Cav.
- 1856. D. Doty, Adj. 7th Mich. Cav.
- 1856. J. P. Jones, Col. 7th Maine Inf.
- 1856. *D. D. Stebbins, Volunteer Surgeon.
- 1856. W. W. Wheeler, Major 23d Mich. Inf.

Class of

1856. J. Q. A. Sessions, Lieut. 7th Mich. Cav.
1857. C. K. Davis, Lieut. 28th Wis. Inft.
1857. L. T. Griffin, Lieut. 4th Mich. Cav.
1857. G. M. Landon, Lieut. 4th Mich. Cav.
1857. H. D. Miller, Adj. 9th Mich. Cav.
1857. G. W. Waldron, Adj. 5th Mich. Inft.
1857. E. B. Wight, Major 24th Mich. Inft.
1858. *H. A. Buck, Lieut. 51st Ill. Inft.
1858. W. A. Green, Lieut. 4th Mich. Cav.
1858. J. Horner, Major 18th Mich. Inft.
1858. H. F. Lyster, Surgeon 5th Mich. Inft.
1858. C. R. Miller, Capt. 18th Mich. Inft.
1858. *J. M. Mott, Capt. 16th Mich. Inft.
1858. L. M. O'Brien, Lieut. 27th Mich. Inft.
1858. J. T. Snoddy, Major 7th Kansas Cav.
1858. O. P. Stearns, Lieut. 9th Minn. Inft.
1858. B. M. Thompson, Capt. 7th Mich. Cav.
1858. W. S. Woodruff, Lieut. 1st Mich. Inft.
1858. S. E. Smith, Adj. 12th Ind. Inft.
1859. R. Beardsley, Acting Asst. Paymaster U. S. A.
1859. G. A. Flanders, Capt. 8th N. H. Inft.
1859. C. B. Grant, Capt. 20th Mich. Inft.
1859. R. J. Hathaway, Capt. 66th Ohio Inft.
1859. C. B. Lambom, Lt. Col. Anderson Cavalry.
1859. O. Parsons, Lieut. 3d Mich. Cav.
1859. E. P. Pitkin, Lieut. 20th Mich. Inft.
1859. A. H. Pettibone, Capt. 20th Wis. Inft.
1859. R. C. Sabin, Asst. Paymaster U. S. A.
1859. J. D. Snoddy, Lieut. 7th Kansas Cav.
1859. A. T. Wilcox, Capt. 7th Ohio Inft.
1860. W. J. Buchanan, Adj. 3d Mich. Cav.
1860. L. F. Booth, Capt. 9th Ill. Cav.
1860. A. W. Chapman, Capt. 6th Mich. Inft.
1860. J. H. Conrad, Capt. 4th Wis. Inft.
1860. S. W. Dunning, Private 124th Ill. Inft.

Class of

1860. *S. C. Guild, Capt. 8th Mich. Inf.
 1860. H. H. Hubbard, Lieut. Mich. Engineer Corps.
 1860. W. N. Ladue, Adj. 5th Mich. Inf.
 1860. C. H. McCreery, Capt. 8th Mich. Inf.
 1860. M. L. Mendenhall, Capt. 8th Penn. Inf.
 1860. G. H. Seymour, Lieut. Mich. Eng. and Mech's.
 1860. C. A. Thompson, Capt. 19th Mich. Inf.
 1860. C. F. Trowbridge, Capt. 16th U. S. Inf.
 1860. D. H. White, Lieut. 74th Ind. Inf.
 1860. *G. A. White, Private 21st Ind. Battery.
 1860. E. N. Wilcox, Sergt. U. S. A.
 1860. *A. H. Zacharias, Capt. 7th Mich. Inf.
 1861. O. S. Abbot, 1st Sergt. Mich. Eng. Corps.
 1861. *F. Arn, Major 31st Ind. Inf.
 1861. W. H. Beadle, Lt. Col. Mich. Sharpshooters.
 1861. B. F. Blair, Lieut. 123d Ohio Inf.
 1861. B. M. Cutcheon, Major 20th Mich. Inf.
 1861. C. H. Denison, Lieut. 5th Mich. Inf.
 1861. I. H. Elliott, Major 33d Ill. Inf.
 1861. E. G. Hall, Capt. 11th Mich. Inf.
 1861. E. S. Jackson, Sergt. 151th Penn. Inf.
 1861. J. C. Johnson, Capt. 149th Penn. Inf.
 1861. H. B. Landon, Adj. 7th Mich. Inf.
 1861. J. S. Lord, Adj. 103d Ill. Inf.
 1851. S. R. B. Lord, Chicago Board of Trade Battery.
 1861. C. E. McAlester, Capt. 23d Mich. Inf.
 1861. W. McCollum, Lieut. 20th Mich. Inf.
 1861. J. H. McGowan, Capt. 9th Mich. Cav.
 1861. H. R. Mills, Sergt. 20th Mich. Inf.
 1861. *S. G. Morse, Lieut. 1st Mich. Cavalry.
 1861. J. A. Post, Asst. Surgeon 28th Ky. Inf.
 1861. G. P. Sanford, Capt. 1st Mich. Inf. (Resigned and is
 now Dept. Provost Marshal 3d Dist. of Mich.)
 1861. C. H. Stocking, Asst. Surg. 9th Ky. Cav.
 1861. T. B. Weir, Capt. 3d Mich. Cav.

Class of

1862. R. H. Baker, Lieut. 18th Mich. Inf.
1862. O. L. F. Browne, Lieut. 149th N. Y. Inf.
1862. R. P. Carpenter, Capt. 20th Mich. Inf.
1862. J. E. Eastman, Cadet U. S. Military Academy.
1862. *M. A. Gaylord, Sergt. Major 8d Battalion, 8d Regt. N. Y. Artillery.
1862. J. C. Greenawalt, 1st Sergt. 84th Ohio Inf.
1862. *T. H. Hurd, Sergt. Major 83d Ill. Inf.
1862. *Aaron C. Jewett, Adj. 6th Mich. Cav.
1862. *W. E. Nelson, Private 4th Mich. Cav.
1862. J. Newman, Invalid Corps.
1862. *A. Nye, Capt. 9th Mich. Inf.
1862. W. V. Richards, Aide de Camp to Gen. Willcox.
1862. G. D. Robinson, Lieut. 75th N. Y. Inf.
1862. H. H. Sloan, ——. 143d Ill. Inf.
1862. *M. O. Walker, 1st Sergt. 6th Mich. Inf.
1862. C. L. Watrous, Capt. 76th N. Y. Inf.
1862. O. B. Wheeler, Sergt. Mich. Engineer Corps.
1862. E. H. Wells, Quartermaster Sergt. 132d Penn. Inf.
1863. J. M. Bowers, Com. Sergt. 84th Ohio Inf.
1863. *C. S. Draper, Aide to Maj. Gen. Richardson.
1863. G. F. Fish, Sergt. 4th Mich. Cav.

The following members of the present Board of Regents are or were in the service :

- W. M. Ferry, Jr., Assistant Quartermaster, U. S. Vol.
- O. L. Spaulding, Lieut. Col. 23d Mich. Inf.
- H. W. Whiting, Col. 2d Vermont Inf.

ARMY LIST OF THE LAW DEPARTMENT.

CLASS OF 1860.

- Edward P. Clark, Sergt. 6th Mich. Inf., killed on the Miss.
- Henry H. Finley, Lieut. 5th Mich. Cav. on Gen. Copeland's Staff.
- Lawrence Hourigan, Lieut. 6th Mich. Inf.

* Mark denotes those who were killed or died in the service, or from disabilities incurred therein.

Charles R. Miller, Capt. 18th Mich. Inf.
Frederick Pistorius, Lieut. 9th Mich. Cav.
Edward P. Pitkin, Lieut. 20th Mich. Inf.
Ozorá P. Stearns, Capt. Minn. Inf.
Charles D. Stevens, Capt. 18th Mich. Inf.
Bradley M. Thompson, Lt. Col. 6th Mich. Cav.
Norvell E. Welch, Col. 16th Mich. Inf.
M. D. Wells, Lt. Col. 21st Mich. Inf., killed at Chattanooga.
Arthur T. Wilcox, Capt. 7th Ohio Inf.

CLASS OF 1861.

Andrew J. Abbey, Capt. 8th Mich. Cav.
Joseph T. Brown, Capt. 52d Ill. Inf.
David T. Brown, Hospital Steward, 22d Ill. Inf.
George McChester, Quartermaster's Department Washington.
James S. Fisher, Capt. 1st Mich. Cav.
Henry H. Ford, Lieut. 18th Mich. Inf.
John Gilluly, Lt. Col. 5th Mich. Inf., killed at Fredericksburg.
George C. Gordon, Capt. 24th Mich. Inf.
Newell Grace, Lieut. 24th Mich. Inf., killed at Gettysburg.
Samuel B. Hood, Lieut. 22d, Ill. Inf.
Harrison H. Jeffords, Col. 4th Mich. Inf., killed at Gettysburg.
William A. Martin, Lieut. 3d Mich. Cav.
C. Dustan Roys, Lieut. of Battery 8th Mich. Cav.
William W. Spencer, Sergt. 39th Ill. Inf.
C. Frederick Trowbridge, 1st Lieut. U. S. A., on Gen. Averill's Staff.
J. Moore Wirts, Lieut. 3d Mich. Cav.

CLASS OF 1862.

John Atkinson, Capt. 22d Mich. Inf.
Albert H. Babcock, Lieut. 18th Mich. Inf.
S. H. Ballard, Lieut. 6 Mich. Cav.
William H. Compton, Sergt. Battery 5th Mich. Cav.
Albert E. Cowles, Corp. 20th Mich. Inf.
Anson O. Doolittle, Capt. 2d Wis. Inf.

Asa A. Gardner, Lieut. 65th Ohio Inf.
William M. Greene, Lieut. 20th Mich. Inf., killed in Tennessee.
James E. Hawes, ——. Ind. Inf.
Perry Hawes, ——. Ind. Inf.
Lewis S. Holden, Sergt. Maj. 20 Mich. Inf.
Samuel M. Kneeland, Lieut. 18th Mich. Inf.
M. McIntyre, Sergt. 3d Mich. Cav.
Morris Roberts, Lieut. 26th Mich. Inf.
John S. Smith Quartermaster, 8th Mich. Cav.
Edward P. Stebbins, ——. Mich. Inf.
John K. Truax, Lieut. Mich. Cav.
Bethuel A. Verden, Private 96th Ohio Inf.
A. C. Wallin, Lieut. 5th Mich. Inf.
Wendell D. Wiltse, Capt. 20th Mich. Inf.

CLASS OF 1863.

Hiram Emory Abbott, 1st. Sergt. 124th Ill. Inf.
Charles B. Butler Capt. ——. Wis. Inf.
Ezra D. Hartman, Lieut. 100th Ind. Inf.
George W. Herrick, ——. Ind. Inf.
Levi Andrew Humphreys, ——. Ill. Inf.
Phillip H. Kumler, ——. Ohio Inf.
Henry C. Norville, Capt. 23d Mich. Inf., died in the service.
Charles T. Osborn, ——. 5th Mich. Cav.
Alexander Stillwell, Capt. 3d Ohio Inf., died in the service.
Wesley S. Thurston, Private 111th Ohio Inf.
Charles D. Willard, Lieut. 19th Wis. Inf.
Albert L. Worden, Navy.

REPORT OF THE PRESIDENT.

To the Honorable the Board of Regents of the University of Michigan :

GENTLEMEN—I have the honor to present the following brief report of the condition and operation of the University, for the year ending October 1, 1863.

Having but just entered upon the duties of the Presidency, I have but little to communicate, except an abstract of the records as I find them. Probably on account of the great demands made upon our young men to aid in putting down the fearful rebellion against our Government and Nation, the number of graduates and of students during the past year has been small. Of the students reported, several in each class have entered the University, paid their annual fee, and thus claim a place in its records, but have enlisted for the war, and are now in camp, or in the field, and a few of them have laid down their lives for their country.

We hope to be able next year to report an increase in all of the Departments.

I. NUMBER OF PROFESSORS AND INSTRUCTORS.

Department of Literature, Science and the Arts,.....	15
Department of Medicine and Surgery,.....	9
Department of Law,.....	3
Total,.....	<u>27</u>

One of the professors in the Department of Law, and one in the Department of Medicine, also give instruction in the Department of Literature, Science and the Arts, and are therefore members of the Faculty, and if counted would make that Faculty 17, but they are counted only once.

II. NUMBER OF GRADUATES.

Bachelors of Arts,.....	22
Bachelors of Science,.....	6
Civil Engineers,.....	5
Masters of Arts,.....	11
Masters of Science,.....	1
Bachelors of Laws,.....	45
Doctors of Medicine,.....	34
<u>Total,.....</u>	<u>124</u>

III. NUMBER OF STUDENTS.

Department of Science, Literature and the Arts,.....	266
Department of Medicine and Surgery,.....	252
Department of Law,.....	134
<u>Total,.....</u>	<u>652</u>

Of these, as intimated above, several belonging to the Department of Science, Literature and the Arts, have been absent the entire year or a large part of it.

Several of the Professorships, essential to a thorough University, are still vacant, and many improvements are desirable, but I deem it more appropriate to present them hereafter.

ERASTUS O. HAVEN,

President.

UNIVERSITY OF MICHIGAN, }
Ann Arbor, October 1, 1863. }

REPORT OF THE FINANCE COMMITTEE.

To the Board of Regents of the University of Michigan :

Pursuant to section sixteen of the by-laws and regulations for the Government of the University, the Finance Committee of the Board of Regents, submit the following statement of receipts and expenditures on account of the University, and its financial operations, for the fiscal year ending June 30, 1863. The condition of its treasury, its revenues, and its funds, with an estimate of the probable receipts and expenditures for the year ending June 30, 1864 :

RECEIPTS.

Balance on hand July 1, 1862,.....	\$7,650 24
Received during the year from the State Treasurer, ..	39,099 72
Received during the year from all other sources,..	6,620 00
	<hr/>
	\$53,369 96
	<hr/>

EXPENDITURES.

Warrants paid during the year for salaries and other expenses,.....	\$41,962 95
For Law Building and General Library,.....	3,552 57
For interest on Law Building and General Library	
Warrants,	103 42
Balance on hand July 1, 1863,.....	7,751 02
	<hr/>
	\$53,369 96
	<hr/>

Warrants outstanding July 1, 1862, for salaries and incidental expenses,.....	\$2,600 00
For Law Building and General Library.....	3,042 04

Warrants issued during the year for salaries and

incidental expenses,.....	\$41,799 20
For Law Building and General Library,.....	15,510 32
	<u>\$62,951 56</u>

Warrants paid during the year :

For salaries and incidental expenses,.....	\$41,962 95
For Law Building and General Library,.....	3,552 57

Warrants outstanding July 1, 1863 :

For salaries and incidental expenses,.....	\$2,436 25
For Law Building and General Library,.....	14,999 79
	<u>\$62,951 56</u>

The following list contains the numbers and amounts of the several Warrants upon the Treasury for salaries and incidental expenses, outstanding July 1st, 1863 :

No.	Amount.
1694.....	\$5 00
1695.....	15 00
1696.....	15 00
1761.....	375 00
1763.....	375 00
1764.....	375 00
1779.....	20 00
1765.....	250 00
1766.....	250 00
1767.....	312 50
1768.....	250 00
1773.....	62 50
1776.....	50 00
1777.....	81 25
	<u>\$2,436 25</u>

The following list contains the numbers, amounts and times when payable of the several warrants drawn upon the Treasurer for the cost of erecting the building for the Law Department, and the General Library of the University, outstanding July 1, 1863 :

No.	When Payable.	Amount.	No.	When Payable.	Amount.
5	June 18, 1863,	\$20 00	50	June 18, 1866,	\$ 20 00
6	" 18, 1863,	20 00	51	" 18, 1866,	20 00
7	" 18, 1863,	20 00	52	" 18, 1866,	20 00
9	" 18, 1863,	100 00	53	" 18, 1866,	20 00
10	" 18, 1863,	100 00	54	" 18, 1866,	20 00
14	" 18, 1863,	50 00	55	" 18, 1866,	20 00
18	" 18, 1864,	20 00	56	" 18, 1866,	20 00
19	" 18, 1864,	20 00	57	" 18, 1866,	100 00
20	" 18, 1864,	20 00	58	" 18, 1866,	100 00
21	" 18, 1864,	20 00	59	" 18, 1866,	100 00
22	" 18, 1864,	20 00	60	" 18, 1866,	100 00
23	" 18, 1864,	20 00	61	" 18, 1866,	60 00
24	" 18, 1864,	20 00	62	" 18, 1866,	50 00
25	" 18, 1864,	100 00	63	" 18, 1866,	50 00
26	" 18, 1864,	100 00	64	" 18, 1866,	28 00
27	" 18, 1864,	100 00	65	" 18, 1866,	32 51
28	" 18, 1864,	100 00	67	Aug. 9, 1863,	100 00
29	" 18, 1864,	60 00	68	" 9, 1863,	100 00
30	" 18, 1864,	50 00	69	" 9, 1863,	100 00
31	" 18, 1864,	50 00	70	" 9, 1863,	100 00
32	" 18, 1864,	28 00	71	" 9, 1863,	100 00
33	" 18, 1864,	32 51	72	" 9, 1863,	100 00
34	" 18, 1865,	20 00	73	" 9, 1866,	20 00
35	" 18, 1865,	20 00	74	" 9, 1863,	88 00
36	" 18, 1865,	20 00	75	" 9, 1863,	67 52
37	" 18, 1865,	20 00	76	" 9, 1864,	100 00
38	" 18, 1865,	20 00	77	" 9, 1864,	100 00
39	June 18, 1865,	20 00	78	" 9, 1864,	100 00
40	" 18, 1865,	20 00	79	" 9, 1864,	100 00
41	" 18, 1865,	100 00	80	" 9, 1864,	100 00
42	" 18, 1865,	100 00	81	" 9, 1864,	100 00
43	" 18, 1865,	100 00	82	" 9, 1864,	20 00
44	" 18, 1865,	100 00	83	" 9, 1864,	88 00
45	" 18, 1865,	60 00	84	" 9, 1864,	67 52
46	" 18, 1865,	50 00	85	" 9, 1865,	100 00
47	" 18, 1865,	50 00	86	" 9, 1865,	100 00
48	" 18, 1865,	28 00	87	" 9, 1865,	100 00
49	" 18, 1865,	32 51	88	" 9, 1865,	100 00

No.	When Payable.	Amount.	No.	When Payable.	Amount.
89	Aug. 9, 1865,	\$100 00	114	Jan'y 21, 1865,	\$200 00
90	" 9, 1865,	100 00	115	" 21, 1865,	275 50
91	" 9, 1865,	20 00	116	" 21, 1866,	100 00
92	" 9, 1865,	88 00	117	" 21, 1866,	100 00
93	" 9, 1865,	67 52	118	" 21, 1866,	100 00
94	" 9, 1866,	100 00	119	" 21, 1866,	100 00
95	" 9, 1866,	100 00	120	" 21, 1866,	100 00
96	" 9, 1866,	100 00	121	" 21, 1866,	100 00
97	" 9, 1866,	100 00	122	" 21, 1866,	175 50
98	" 9, 1866,	100 00	123	" 21, 1867,	100 00
99	" 9, 1866,	100 00	124	" 21, 1867,	100 00
100	Aug. 9, 1866,	20 00	125	" 21, 1867,	100 00
101	" 9, 1866,	88 00	126	" 21, 1867,	100 00
102	" 9, 1866,	67 51	127	" 21, 1867,	100 00
103	Oct. 4, 1863,	50 00	128	" 21, 1867,	100 00
104	" 4, 1863,	725 52	129	" 21, 1867,	100 00
105	" 4, 1864,	50 00	130	" 21, 1867,	75 50
106	" 4, 1864,	725 52	132	Mar. 31, 1864,	500 00
107	" 4, 1865,	50 00	133	" 31, 1864,	275 51
108	" 4, 1865,	725 52	134	" 31, 1865,	775 51
109	" 4, 1866,	50 00	135	Mar. 31, 1866,	775 51
110	" 4, 1866,	275 52	136	" 31, 1867,	400 00
112	Jan. 21, 1864,	775 51	137	" 31, 1867,	375 51
113	" 21, 1865,	360 00			
Total,.....					<u>\$14,999 79</u>

Estimated Receipts for the year ending June 30th, 1864.

Balance due from State Treasurer, July 1, 1863,...	\$17,970 48
" of interest on proceeds of University lands sold,.....	25,000 00
From all other sources,.....	6,000 00
Cash on hand,.....	7,751 02
	<u>\$56,721 50</u>

Estimated Expenses for the year ending June 30, 1864.

Salaries, as now existing,	\$31,525 00
If a Professor of Military Engineering shall be appointed,.....	1,500 00
If a Professor Physics shall be added,	1,500 00

If a Professor of Agriculture shall be added,.....	\$1,500 00
If an Assistant be provided for the Professor of Rhetoric and English Literature and the Professor of History,.....	500 00
To pay outstanding Warrants for salaries and mis- cellaneous expenses,.....	2,436 25
Law Building Warrants, past due and not presented for payment,.....	310 00
Law Building Warrants maturing during the year,	4,638 13
Interest on outstanding Law Building and General Library Warrants for one year,.....	1,049 98
Past due interest on Law Building and General Library Warrants, the principal of which has not matured, and which has not been presented for payment of interest,.....	85 04
If a chair of Hygiene shall be established in the Medical Department, and a chair of Hygiene and one of Anatomy and Physiology in the Depart- ment of Literature, Science and the Arts, and these be filled by two of the Medical Professors,.....	1,000 00
Regents and Visitors expenses,.....	400 00
Postage,.....	200 00
Printing and Binding,.....	200 00
Insurance,.....	700 00
For ordinary incidental expenses,.....	3,000 00
“ extraordinary incidental expenses,.....	1,500 00
“ General Library,.....	1,000 00
“ Law Library,.....	500 00
“ Medical “	100 00
“ Periodicals,.....	280 00
“ Balance,.....	2,797 10
	<hr/>
	<u>\$56,721 50</u>

The revenues of the University are derived, first and prin-
cipally from interest on the purchase money for which the

University lands, donated by Congress, have been sold. Second, from the initiation fee of ten dollars, paid by each student, on becoming a member of the University. Third, from an annual tax of five dollars, paid by each student towards defraying the expenses of warming, cleaning and repairing the buildings. Its funds are situated as follows :

The first of the three items or sources of revenue above mentioned is subdivided into three parts, or three different classes of instruments. The first and largest of these consists of so much of the purchase money for University lands sold, as has been received by the State, and credited to the University Fund, which on the 30th day of June, 1863, amounted to..... \$310,096 20

The next item is so much of the principal of the purchase money for University lands sold as has not been paid, and is still resting in certificates of sale, which on the 30th day of June, 1863, amounted to..... \$213,071 87

The other and smallest item consists of the loans made by the Superintendent of Public Instruction under the old constitution and laws, of moneys received for University lands sold, and amounted on the 30th day of June, 1863, to \$11,500 00, of which Lenawee county owes \$8,000 and Berrien county owes \$3,500,..... 11,500 00

Making the whole fund on which the University is entitled to interest at the rate of seven per centum per annum,..... \$534,667 57
The annual interest on which is,..... \$37,426 72

The only existing source from which this endowment fund can be increased is the unsold University lands, now consisting of 2,002.95 acres, which if they can all be sold at the present price of University lands, would bring \$24,025 40, and would raise the fund to \$558,692 97, to which might be added the

value of 1,545.30 acres of land to be yet selected to complete the two townships granted by Congress for the use and support of the University.

The University has, also, some real estate in the city of Detroit held by it as a corporation, which has been bargained to the Young Men's Society of Detroit for \$21,000, which they now repudiate, and suits for the interest on the purchase money are now pending before the Supreme Court.

The total number of acres to which the University was entitled under the grant made by Congress, was..46,080

The number of acres selected and approved was,.. 44,534.70

Leaving the number of acres which the State has the right to, and should at once select for the

University,.....	1,545.80
	<u>46,080.00</u>

The total number of acres sold, to July 1, 1863, was 42,531.75

Leaving the number of acres unsold on that day,.. 2,002.95

<u>44,534.70</u>

The number of acres sold during the last year was 413.80, for \$5,215 60. The University Fund has been increased during the year \$31,384 71, or from \$278,711 49 to \$310,096 20, of which \$1,303 90 was by payments on sales made during the year, and the residue, \$30,080 81, by payments on former sales. The number of acres forfeited during the year is 120. The expenses charged to the University Interest Fund on the books of the Auditor General during the year, amount to \$59 05.

In the selection of some of the University lands parts of sections were selected for full sections, and in this way a discrepancy is made to appear between the number of sections, and the number of acres selected, the number of sections reported and certified as selected being seventy-one and a half, leaving the selection incomplete by only half a section, whereas in computing the number of acres selected and counting 640 acres to a section the selection is incomplete by 1,545.30 acres, as

herein before stated. By an act of the Legislature of this State, approved July 25th, 1836, and to be found on pages sixty-three and sixty-four of the session laws of that year, the Governor is authorized to locate all the then unlocated University lands, and by a joint resolution of the Legislature, approved March 1st, 1836, to be found on page 149 of the same volume, our Senators and Representatives in Congress were authorized to locate said lands, which in the preamble to said resolution were then stated to be twenty-nine sections, forty-three sections as alleged in said preamble having been previously located. In order that the residue of these lands may be selected at as early a day as practicable, the Finance Committee recommend, that a note be addressed to the Governor, and also to our Senators and Representatives in Congress calling their attention to this act and resolution, and requesting them to see that the remainder of the lands to which the University is entitled be at once selected.

The preceding statements and estimates show the condition of the University treasury on the 30th day of June, 1863, as well as the indebtedness of the University, and when it will mature; also the state of its endowments, its certain income, and probable revenues. From this exhibit of its financial condition, it appears that the Institution can with ease, and without embarrassment, pay off all of its indebtedness as fast as it shall mature, and enlarge the curriculum of its studies, increase the corps of its Professors, and add yearly to its libraries and museums, and other means of illustration, which it should ever be the policy of the Regents to do, as far and as fast as the means at their command will permit. The Medical college building very much needs an enlargement of its accommodations, and if the present policy of non-discrimination between resident and non-resident students shall be persevered in, this need will very soon press in the form of an imperative demand upon the Regents, and will, unless other means shall be provided, absorb the entire surplus for several years to come.

The accompanying report of the Secretary of the Board of

Regents, marked A, shows the numbers and amounts of the several warrants issued during the year, and the object for which, and the names of the persons to whom, they were issued.

The accompanying report of the Treasurer of the University, marked B, shows the numbers and amounts of the several warrants paid during the year, and the items of receipts, and the sources from whence received.

The report of the State Treasurer, herewith submitted, marked C, shows the receipts by him credited to the University Interest Fund, and the payments debited to that fund during the year.

The accompanying report from the State Land Office, marked D, exhibits the quantity of University lands sold during the year, and the amount for which it was sold; also, the number of acres forfeited, and the amount credited to the University Fund during the same period.

The Board of Regents and the people of the State, must not be deceived into the belief that the University has no need of further pecuniary aid, because the finance committee are able to exhibit what means it has in a healthy condition. This has been accomplished simply by that degree of prudence on the part of the Regents, which has constrained them to keep their expenditures within their means, and if the present Board has accomplished much in enlarging, extending and strengthening its means of usefulness, it is by the exercise of a vigilant care that the University, in all expenditures, should receive its money's worth, and by directing its expenditures where they were most needed, just as the prudent, humble citizen of small or moderate means, keeps himself free from pecuniary embarrassment, by a judicious use of his funds, and by living within his means. We are glad to know that one of the newly elected Regents, who was a Visitor in 1857, discovered, and had the courage to say in their annual report of that year, that "the University wants money," and that "it is prepared, with prudent management, to afford gratuitous education to all our sons, who are likely to seek its halls, without support from the State

treasury, if it can be adequately supplied with capital, by way of buildings and apparatus." That board of visitors saw the great want of a chapel, and thought the State should furnish it, and so do we—a building large enough to accommodate all the people who desire to attend the public anniversary exercises of the University. Let the State furnish the buildings, and the apparatus and books, and the force of teachers, and the curriculum of studies can be, as they should be, greatly enlarged.

It remains only for the finance committee, in closing this their last annual report, to add a few words in regard to the performance of duties assigned them by the Board of Regents, which circumstances seem to have rendered proper for the purpose of undeceiving those who would know and understand the truth, but who have been misled by deceptive appearances, and unfair and unfounded rumors. In 1850, when the University had been in successful operation for several years, the people of the State, with these several years of experience, which should, to some extent, have made them acquainted with the proper manner of managing a University, made a new Constitution, and in it provided for the election by the people of a Board of Regents, to whom they gave the general supervision of the University, and the direction and control of all expenditures from the University Interest Fund. The present Board of Regents, called by the people, in accordance with the provisions of this Constitution, to take charge of the important educational interest connected with the University, in an honest endeavor to execute with fidelity this provision of the Constitution, which they had sworn to support, at their first meeting in January, 1858, appointed a finance committee, (just as their predecessors had done) consisting of three of their own number, and one of these residing near the University, where most of the moneys were to be expended, was made chairman of that committee. When appropriations were made by the Board, they generally ordered that they should be expended under the direction of this committee, or of its chairman. These orders, as they interfered with the former freedom of some persons

who do not approve of them, have exposed this committee to much unmerited censure, and drawn down upon them unfriendly remarks from quarters whence should have come encouragement and support. Inasmuch as the chairman of this committee, because of his residence, and as a matter of convenience to the other members, has been required to perform most of the labor of this committee, he has been made the special object of attack, and of exaggerated statements and remarks very far from the truth. Even the address purporting to have emanated from the Alumni, but which is generally understood to have originated elsewhere (a document which has not been over careful in its statements) did not deem its work complete without unjustly accusing him of having "made it his special task to demonstrate by his practices the complete subordination of the late President to his arbitrary authority." This, while doing the chairman honor over-much, doubtless refers to the execution by him of the orders of the Board of Regents above referred to, and, if these orders were improper, should be charged rather to the Board than to him, or perhaps to the people of the State who conferred these powers on the Regents. These orders of the Board in relation to expenditures, and the execution of them by the chairman of this committee gave rise to the question whether the Board of Regents or the late President should execute that part of the Constitution which gives "the direction and control of all expenditures" to the former; and so earnest and persevering were some of the professed friends of the University, and of constitutional law in their zeal for such an interpolation of the Constitution as would prevent the Regents from exercising any control over the expenditures, that a bill was prepared and introduced into the Legislature, and printed, providing that *"neither any committee of the Board of Regents, nor any member of a committee thereof, should exercise any executive power in or over the University, or in the expenditures of any moneys for the same,"* so that while the Regents might make appropriations, they could have no supervision as to whether these were or

were not judiciously expended, and no further direction or control over them. A spirit of petty jealousy, too, has been engendered and fostered towards this committee by those who would not only have relieved the Regents from all control over the expenditures and the supervision of the finances, but who also would fain select for them a treasurer, and other officers; and because the Regents declined to surrender the performance of these duties into other and irresponsible hands, and because they thought best to choose their own treasurer, and other officers, for whose conduct they were responsible, they were pronounced very naughty men, and persons enough were very readily found to echo the strain, until many good men, without any knowledge of the facts, were induced to believe such statements as were industriously circulated through newspapers and private channels, to the prejudice of the Regents, who were faithfully serving the people, without fee or reward, according to the best of their ability; while the Board of Regents preferred to suffer misrepresentation and unmerited abuse for a season, rather than engage in a newspaper war which could do the University no good, but great harm, and must result in the publication of many unpleasant truths in regard to persons whom they had no desire to injure, and who, they vainly hoped, might some day see the error of their ways, and turn from them to the more faithful service of the University. With this brief allusion to matters not usual in our annual reports, we close this exhibit of the financial condition of the University and submit the same for the consideration of the Board of Regents.

D. MCINTYRE,
E. L. BROWN,
LEVI BISHOP,

Finance Committee.

Dated, Ann Arbor, July 1, 1863.

REPORT OF THE VISITORS TO THE UNIVERSITY.

HON. JOHN M. GREGORY, *Supt. of Public Instruction* :

The term for which the subscribers were appointed to serve as Visitors of the University of Michigan, being about at an end, they beg leave to report that they have discharged the interesting duty assigned them, as faithfully as numerous other engagements would permit.

The examinations attended were, in the main, highly creditable to the pupils and to their instructors. The public exhibitions witnessed have, upon the whole, done honor to the University and to the State, by the talent and training evinced. And the general aspect of the Institution, its numbers keeping well up, and the ordinary routine continuing, does not as yet, at least, present any marked symptoms of the transition which is going on, except a few discontented demonstrations on the part of the students, a certain anxious and restless disquietude among the professors, and the loss from among them of some of the brighter lights, such as Brunnow and White.

But the positive existence and pernicious character of this transition, is a subject to which we feel compelled to call your attention, and through you, that of the people of the State.

For several years the interior management of our beloved and honored University has been gliding out of the hands of the president and professors, where it constitutionally and properly belongs, into those of the Regents, who are of course, as a body, unqualified for this work, and were never elected for any such purpose. During this time, the governing and directive functions of the University, the administrative and executive control of its affairs, passing gradually from the faculty ap-

pointed over it, has been largely usurped by the Regents and farmed out among themselves.

Such a procedure was never permitted in connection with any College of standing, is directly subversive of the best interests of our State University, and was effected against the judgment, nay, in spite of the resistance of the "chief executive officer." This is, in fact, the very controversy which those Regents had with that great and good man, Dr. Tappan. And this is the reason why, failing to entirely overmaster him, and being themselves excused from further attempts at it, by the people, they wound up with a final parting vote to remove him from his place. It was a fit termination of the disorganizing and revolutionary measures which they undertook to introduce. And a more deadly stab was never given to the cause of education, learning, high-toned refinement and christian culture in Michigan, and throughout the west. There is, in our judgment, no man in the United States who combines so many strong points for a successful and illustrious head and front of the University of Michigan, as he who, after years of faithful, most able and triumphant service in that capacity, has been so unceremoniously discharged, and that by men who had, themselves, been repudiated by the people. But it is not the wrong done him, it is the tendency of such proceedings, and the effect of that consummating act upon the cause of sound learning, high scholarship and elevated sentiment among us, that we here complain of. Our University ought to be conducted upon principles most conducive to the rapid development of its magnificent resources. And foremost among them, as every tyro in University matters well knows, is freedom for the faculty from meddlesome interference on the part of the Regents. The latter, of course, are comparatively unfamiliar with such matters, and reside in different parts of the State, with affairs of their own to manage, while the College officers are ever there on the ground. Their work, their interests, their pride, their ambition are there. In the study, the observatory, the cabinet, the laboratory, the lecture hall and recitation room, do they live,

breathe and exult. And there should they be protected, there encouraged by generous and noble treatment, to do their very best to advance scholarship, elevate science, and fill the west with highly educated and refined young gentlemen. The people meant to say "hands off," let these men, and especially their chief executive officer, alone, when they hurled those meddling Regents out of power. Whether they said so with emphasis enough, remains to be seen.

But the reasons why the people of the State may well insist upon their determination in this matter, are these :

If the Regents undertake to "run the Institution," so to say, they at once run foul of the chief executive officer. The thing is unconstitutional in principle, ruinous in tendency, wrong every way, and as a true man he will resist them. And he will sacrifice himself without hesitation rather than give up so vital an issue. When Cornelius Vanderbilt, a great ship owner, but no sailor himself, at sea in the *North Star*, a vessel of his own, once undertook to interfere during a storm with the management of the ship, the captain ordered him from the quarter deck, and compelled him to go below. Think of Dwight, of Nott, of Wayland, of Woolsey, or of Hopkins—all presidents of colleges and men of the largest type, of whom professors sometimes become jealous—and last but not least, if inferior to any of them, think of Tappan yielding, in such a struggle, to men who merely have the constitutional right to appoint him, and name his salary out of the people's money.

Then the mischief it works among the professors. The proper president removed or neutralized, they begin to cast about for some of his functions and prerogatives. They look away from their work among the students or in the fields of science and literature, towards the Regents who may next be prompted by outside influences to attack and remove some of them. Log-rolling and wire-pulling soon commence beneath and about classic shades. The students are induced to sign and unsign petitions to the Regents, and a truly pitiful state of things ensues. Think of Dana or Hadley at New Haven, of Agassiz or

Longfellow at Cambridge, of Encke or Magnus at Berlin reduced to scrambling for portions of some college president's vacant or half filled office; or left to run after students and Regents by turns in order to keep hold of their bread and butter,

It works just as badly upon the students. Discipline will give way and be broken up among them. Their respect for the Faculty will disappear and be lost; and they will be running to the Regents with their complaints and petitions, and not as otherwise they would and always should, to the officers of the College.

But the great mischief comes through the Regents themselves. By this change the University is through them exposed to the reach of sect and party. According to the constitution and charter, as understood and administered before Dr. Tappan was removed, or rather before his executive functions were usurped by the Regents, the Institution stood high and dry above the range of such subversive influences. But the Regents are among the masses. They have other interests and objects to serve beside those of the University, with which they are transiently connected. They may themselves be strong partisans in politics or religion, with desires and aspirations of their own to consult. And they undoubtedly are where parties and sects can beset them with blandishments and threats. So that the University, if directly controlled by them, is cast into the midst of struggling contention, and will assuredly sink from the exalted position to which the opposite policy under the strong lead of Dr. Tappan elevated it, into insignificance and contempt. Some one or two grasping sects may get hold of and use it for a time; but the rest will assail it, and send their young men and influence away to other institutions of learning. And in the end the people will suffer, the State be defrauded of the fruits of her munificence, and the high hopes we cherish be bitterly disappointed.

The only wise and safe course is to have our University restored as soon as possible, in all except monetary and outside interests of the most general character and such restraining or

confirmatory action as may be necessary at very considerable intervals, to the entire control and management of its own officers, with a chief executive over them fully qualified by his talents and attainments, by commanding personal and social advantages, by extensive knowledge of books, art and the world, and by intimate relations with the learned and great of this and other lands, to hold that position, make it resplendent, and extend the young renown of the University of Michigan both at home and abroad.

All of which is respectfully submitted.

AZARIAH ELDRIDGE,
E. H. THOMSON.

NOTE.—The foregoing report, sent at a very late date, and reaching me still later, by reason of being sent to Ann Arbor rather than to this office, was accompanied by a note from Mr. Eldridge, asking that the report should be presented to the third Visitor "if he is at Ann Arbor," but that "otherwise it must go into your report signed as it is." A letter from Dr. Underwood, afterward received, is given here as his expression of views as a Visitor :

TO HON. J. M. GREGORY, *Supt. of Public Instruction* :

SIR.—I have recently seen in one of the Detroit daily papers a report made to you by two of the Board of Visitors to the University of Michigan for the years 1862 and 1863. As one of the members of the Board I wish to say that the above mentioned report was not submitted to me for my approval or signature, nor was I consulted in any way about a report. The following paragraph in "the report" has my approval. "The examinations attended were, in the main, highly creditable to the pupils and to their instructors. The public exhibitions witnessed, have upon the whole, done honor to the University, and to the State, by the talent and training evinced." From the remainder of "the report" I wholly dissent, for the following reasons : I do not believe it to be the proper business of the Visitors to sit in judgment upon the acts and motives of the

Regents. I do not believe the allegations or charges against the late Board of Regents contained in the report to be true.

Very respectfully yours,

D. K. UNDERWOOD.

Adrian, February 4, 1864.

RESOLUTIONS OF THE SENATE OF THE UNIVERSITY.

At a meeting of the Senate of the University of Michigan, convened January 14, 1864. Present, the President, and Professors Williams, Sager, Boies, Palmer, Winchell, Frieze, Campbell, Cooley, Wood, Watson, Evans, Chapin and Olney.

The following preamble and resolutions were unanimously adopted :

Whereas, It has been represented that the late Board of Regents have interfered with the interior management of this University, by assuming the exercise of duties properly belonging to its educational officers, and by improperly intermeddling with their administration, thus impairing their usefulness, and destroying their independence:

And whereas, These insinuations have in some cases proceeded from those who might be supposed to possess some means of knowledge, and are calculated to have some degree of credit given them on that supposition, and for that reason it becomes proper that those who do know the facts should correct such erroneous impressions as may have arisen, to protect their own reputations as well as to certify the truth:

Resolved, That the late Board of Regents have uniformly treated the various faculties of the University with courteous consideration, and have in no case that we are informed of, infringed in any degree upon their usual prerogatives, or attempted to interfere with them in the discharge of their duties; and that in our opinion the internal management of this institution has in no respect been injured or diverted from its proper custody by the action of the late Board.

Resolved, That the foregoing preamble and resolution be communicated to the Superintendent of Public Instruction.

THOMAS M. COOLEY,

Secretary of the Senate.

ANNUAL REPORT OF THE STATE BOARD OF EDUCATION.

The State Board of Education is happily able to report the State Normal School as in a highly prosperous condition. The number of students in the present senior class is 18. Number in the higher normal course, 175. Number in the normal training course, 213. Total of normal students for the year 406.

The pupils in the experimental or model school number as follows : in the primary grade, 25 ; in the intermediate grade, 75 ; total, 100. Total number of pupils belonging to the school in all its departments, 506.

Twenty students completed the full course during the year and were graduated. Many others, probably not less than 75, were sent out from the lower classes to teach in the schools of the State.

The Treasurer's report, hereto appended, shows an expenditure of \$12,618 86, of which sum \$1,125 00 came from the Normal School fund and the remainder from the small charges made upon each student for incidental expenses. Of these expenditures only about \$10,800 00 were for ordinary current expenses. A considerable addition was made to the library, and an additional building was erected, the upper story of which affords a spacious and convenient gymnasium, while the lower part gives a large and secure woodroom and two sets of privy closets. The cost of this building was \$1,250 00, and the entire expense of its erection has been met without asking of the State one dollar of extra appropriation.

Several important modifications have been made in the course of instruction, and, as the Board believe, with manifest advantage to its usefulness. The most important of these, is the

changing of the model school into a regular graded school, and the introduction of the Normal training course.

The model or experimental school is designed to illustrate the principles of teaching, and to afford to Normal students the opportunity for learning the practical work of their profession. No student is allowed to graduate without having first spent some time in actual teaching, under the critical supervision of the Principal of the school. The rapid growth of the graded school interest had rendered it desirable that [some thorough instruction should be given in the Normal school, in the grading and general management of this class of schools. The experimental department was, therefore, divided in three grades—the primary, intermediate and grammar school—and a course of graded instruction adopted for it.

The nature and purpose of the Training Course, introduced during the past year, will be seen from the following extracts from the Circular issued under the authority of the Board:

"Prominent Educators of the West, are aware that a radical change is taking place in the methods of Primary Education. In our best schools there is a growing conviction that the old routine of early studies and old modes of teaching, are out of harmony with the wants and instincts of childhood. Many parents are beginning to inquire, why it is that their little ones, though kept faithfully at school most of the year, make no satisfactory intellectual progress; and thinking men everywhere, who have this subject at heart, are perceiving the worthlessness of a system under which the precious years of early life have been so often worse than wasted.

"The Pestalozzian system differs from the old routine in several vital particulars.

"It recognizes the fact, that the faculties of the child follow an invariable order of evolution, and it seeks to cultivate each faculty during the period of its growth, by supplying its appropriate food. It calls the pupil's attention to such objects as will gratify a natural curiosity and thus makes the acquisition of knowledge a source of perpetual pleasure. It gives a quick-

ness and accuracy to the eye and the ear; disciplines the perceptive powers, whose activity is natural to early life; renders the pupil familiar with those objects which are most closely related to his future happiness, develops in him the love of the beautiful, and makes even his amusements contribute to his education. Finally, while it lays the foundation of genuine culture, in habits of close observation, it imparts that kind of knowledge which is of greatest worth in practical life.

"The officers of the Michigan Normal School, impressed with these facts, have, during the last three years, drilled its pupils in the new method, so far as was possible without infringing upon the usual studies laid down in the catalogue. The Board of Education are now convinced that the time has come, when the school can render no greater service to the State, than to so modify its course of study that all its pupils may receive thorough instruction and practice in the Pestalozzian system of Primary Teaching. This does not imply that they *must apply* this system hereafter in every school, but, that they may be prepared to do so wherever it is acceptable.

Accordingly, the programme of instruction in the Normal School, will, from this date, comprise *two courses of study*, so arranged that one third of the entire time shall be given to subjects which are strictly professional.

The first course, which is designed to prepare pupils for teaching a primary or common school, will be called the Normal Training Course.

The Normal Training Course will embrace the following topics:

FIRST TERM.—A CLASS.

1. Concrete Arithmetic, Mental and Practical Arithmetic.
2. Object Lessons in Geography, Synthetical Geography and Map Drawing.
3. Drawing of Lines, Plane and Solid Geometrical Figures, and Leaf Forms.
4. Reading, Spelling by Object Lessons, Penmanship, Composition by Object Lessons, Elementary Philosophy.

SECOND TERM.—B CLASS.

1. Higher Arithmetic, Method of Teaching Arithmetic.
2. Synthetical Grammar, Composition.
3. Drawing of Fruits, Flowers, and Animals.
4. Elocution, Vocal Music, with Method of Teaching it.

THIRD TERM.—C CLASS.

1. Analytical Grammar, with Method of Teaching.
2. Physical Geography, with Method of Teaching.
3. Object Lessons in Common Things, Colors, Geometrical Figures, Botany, Zoology, Properties of Bodies, Lectures on Primary Teaching.
4. Attendance and Practice in Experimental School.

It will be seen that, if the student enters the A Class of the Training Course, it will require a year and a half for its completion. Many pupils will, however, be able, on admission to the school, to pass by examination, the studies of the A and B classes, and to commence at once the practice of drawing and the object lessons taught in those classes, together with the branches pursued in the C Class. Indeed, not a few teachers, it is hoped, will bring from their schools such an acquaintance with Geography, Arithmetic and Grammar, as to be ready to give their whole time to professional subjects. To teachers already thus qualified, the greatest possible advantages will be given, and they will, in many instances, be able to finish the entire Training Course in a single term.

On completion of the Normal Training Course, the student will receive a certificate to that effect, and none who leave the Normal School hereafter without this certificate, will be recommended by the Board of Instruction to teach in the common schools of the State.

As a condition of admission to the A Class of the Training Course, all candidates must pass an examination in Elementary Grammar, Local Geography, and Arithmetic through vulgar fractions.

No student will be admitted to the Training Course who does not signify his intention of completing it.

THE HIGHER NORMAL COURSE.

The second course, designed to prepare the student for conducting Union and Graded Schools, will be termed the Higher Normal Course. It will embrace all the academical studies laid down in the catalogue, above the C class, except Geology and Trigonometry. These studies are as follows:

Algebra, Geometry, Natural Philosophy, Botany, Chemistry; Latin and Greek (for young men), Latin, and German or French (for young ladies), Intellectual Philosophy, and Vocal Music.

The professional studies will occupy two-thirds of the time during the senior term, heretofore employed in Intellectual Philosophy and Trigonometry. The senior class will listen to a course of lectures on the numerous topics embraced under the Laws of Development, the Philosophy of Instruction, and the Organization and Management of Graded Schools. The seniors will also have one term of actual practice in the Experimental School, under the personal instruction of its Principal.

No student will be admitted to the Senior Class, without first passing an examination in the previous studies of the Higher Normal Course, and holding the certificate of the Normal Training Course.

Examinations for admission to the senior class, will be held on the week previous to the closing week of the Summer Term.

On completing the Higher Normal Course, the student will receive the diplomas granted by the Legislature of 1863 to graduates of the State Normal School. This diploma supercedes the necessity of examination by the Township Inspectors of the State."

Several changes have occurred in the Board of Instruction during the year. Prof. J. M. B. Sill, who has been connected with the school since it first opened, resigned his place to take the Superintendency of the Public Schools of Detroit. His ability, energy and fidelity had commended him to the cordial respect and good will of this Board, of the Faculty and pupils, and had contributed, in no small degree to the prosperity of

the school. Miss Susan G. Tyler also resigned her position to go abroad, and deprived the school of another faithful teacher.

The Board having concluded to discontinue the Professorship of Vocal Music, Prof. E. M. Foote who had filled the post with the most eminent ability and success, became disconnected with the institution. A teacher of high qualifications in his department, and of extraordinary skill as an instructor, he will carry with him the esteem and good wishes of the Board, and of his former associates.

SCHOOL LIBRARY CONTRACT.

The contract for the supply of library books to the district and township libraries having expired, an advertisement was made for new proposals as required by law. The unsettled condition of the book trade prevented any bids being made, such as a due regard for the public interest would allow the Board to accept. The bids were, therefore, rejected, and another advertisement ordered to be made for other proposals. These proposals are to be received and opened in March next, and it is hoped a contract may be made that will promote this important department of our educational interests.

W. J. BAXTER, *President.*

JOHN M. GREGORY, *Secretary ex-officio.*

EDWIN WILLITS,
DANIEL E. BROWN, } *Members.*

ANNUAL REPORT OF THE TREASURER OF THE STATE NORMAL SCHOOL.

*State Board of Education in Account with Benjamin Follett,
Treasurer of State Normal School.*

DEBIT.

1862-63.	No. War- rant.	To whom drawn.	Object.	Amount.
Oct. 18	1	A. S. Welch,	Pur. Library Books,	\$500 00
" 13	2	"	Expense "	40 00
" 13	3	H. Jacobs,	Ser. July 1 to Oct. 1,	78 00
Nov. 10	4	"	Ser. Oct. 1 to Dec. 1,	52 00
" 10	5	John M. Gregory, ..	Expense & Service,	16 21
Dec. 20	6	A. S. Welch,	Salary to date,	375 00
" 20	7	J. M. B. Sill,	"	250 00
" 20	8	J. F. Carey,	"	250 00
" 20	9	D. P. Mayhew,	"	250 00
" 20	10	A. Miller,	"	250 00
" 20	11	E. S. Ripley,	"	250 00
" 20	12	E. M. Foot,	"	250 00
" 20	13	J. Goodison,	"	125 00
" 20	14	A. D. Aldrich,	"	162 50
" 20	15	S. G. Tyler,	"	112 50
" 20	16	E. Hurlburt,	"	112 50
Jan. 19	17	John M. Gregory, ..	Exp's & Services, ..	12 00
" 19	18	B. Follett,	Build'g woodhouse,	1,200 00
" 19	19	D. Hayes,	Build'g fence, &c., ..	28 35
Mar. 20	20	A. S. Welch,	Salary to date,	375 00
" 20	21	J. M. B. Sill,	"	250 00
" 20	22	J. F. Carey,	"	250 00
" 20	23	D. P. Mayhew,	"	250 00
" 20	24	A. Miller,	"	250 00
" 20	25	E. M. Foot,	"	250 00
" 20	25½	E. S. Ripley,	"	250 00
" 20	26	Hon. E. Willits,	Ser. & Ex. 2 M't'ngs,	31 00
" 20	27	Hon. D. E. Brown, ..	" "	17 70
" 20	28	A. D. Aldrich,	Sal. 1 Qr. to date, ..	162 50

WARRANT STATEMENT—CONTINUED.

1863.	No. War- rant.	To Whom Drawn.	Object.	Amount.
Mar. 20	29	S. G. Tyler,.....	Sal. 1 Qr. to date,.	112 50
" 20	30	E. A. Hubburt,.....	" "	112 50
" 20	31	J. Goodison,.....	" "	125 00
" 19	32	J. M. Gregory,.....	Exp. &c., on Board,	19 57
" 20	33	H. Jacobs,.....	Ser. Dec. 1 to Mar. 1,	78 00
" 20	34	Kinney & Smith,....	M'dse Labrtory, &c.,	65 01
" 20	35	M. N. Littlefield,...	M'dse and Labor, ..	22 42
" 20	36	Eliza Gould,.....	17 days cleaning,.	12 75
" 20	37	A. Minice,.....	Blacksmithing,....	10 62
" 50	38	E. J. Mills,.....	M'dse and Labor, ..	15 61
" 20	39	A. H. Smith,.....	Coal,.....	14 00
" 20	40	H. Jacobs,.....	Cash paid for labor,	1 50
" 20	41	B. Follett,.....	Bal. on Build. &c.,.	121 34
" 20	42	"	Pay't. Sand. Bills,.	186 67
" 20	43	Advertiser & Tribune,	Printing Circular,.	21 00
June 5	44	H. Jacobs,.....	Ser. Mar. 1 to Jan. 1,	78 00
" 20	45	A. S. Welch,.....	Sal. 1 Qr. to date,.	375 00
" 20	46	J. M. B. Sill,.....	" " ..	250 00
" 20	47	J. F. Carey,.....	" " ..	250 00
" 20	48	D. P. Mayhew,.....	" " ..	250 00
" 20	49	A. Miller,.....	" " ..	250 00
" 20	50	E. S. Ripley,.....	" " ..	250 00
" 20	51	E. M. Foot,.....	" " ..	250 00
" 20	52	John Goodison,.....	" " ..	125 00
" 20	53	A. D. Aldrich,.....	" " ..	162 50
" 20	54	S. G. Tyler,.....	" " ..	112 00
" 20	55	E. Hurlburt,.....	" " ..	112 50
July 25	56	A. S. Welch,.....	" Sept, 20,	375 50
" 25	57	J. M. B. Sill,.....	" " ..	250 00
" 25	58	J. F. Carey,.....	" " ..	250 00
" 25	59	D. P. Mayhew,.....	" " ..	250 00
" 25	60	A. Miller,.....	" " ..	250 00
" 25	61	E. M. Foot,.....	" " ..	250 00
" 26	62	A. D. Aldrich,.....	" " ..	162 50
" 25	63	S. G. Tyler,.....	" " ..	112 50
" 20	64	E. Hurlburt,.....	" " ..	112 50
" 25	65	John Goodison,	" " ..	125 00
" 25	66	E. S. Ripley,.....	" " ..	250 00
Aug. 13	67	D. Coon,.....	Balls, &c.,.....	5 00
" 13	68	T. Vivians,.....	Bell, Crank & Repe.,	1 13
" 13	69	C. Woodruff,.....	Printing, ..	6 00
" 13	70	J. M. B. Sill,.....	Cash pd. Apparatus,	2 75
" 13	71	H. Jacobs,.....	Sal. to Aug. 1,....	65 00

WARRANT STATEMENT—CONTINUED.

1863.	No. War- rant.	To Whom Drawn.	Object.	Amount.
Sept. 30	72	J. F. Carey,.....	Maps,.....	3 96
Oct. 13	73	H. Jacobs,.....	Sal. Aug. to Oct. 1,	65 00
" 30	74	B. Follett, Treas.,...	Sundry bills,.....	209 92
Sept. 30	75	D. E. Brown,.....,	Sers. & Expenses,.	17 20
" 30	76	Follett & Whittelsey,	.....	17 08
" 30	77	E. S. Ripley,.....	Apparatus,.....	11 01
" 30	78	Kinney & Smith,...	Sundry bills July 17,	21 13
" 30	79	Crane & Littlefield,...	.....	1 75
" 30	80	E. J. Mills,.....	Sundries, ..	5 81
" 30	81	Smith & Bro.,.....	"	10 17
" 30	82	A. Miller,.....	Fencing premises,.	4 00
			Balance,	934 36

\$13,553 02

CREDIT.

1862.				
December	20.	By balance from old account,.....	\$	771 02
"	20.	" warrant,	•	2,500 00
1863.				
January	19.	By warrant,....		1,250 00
March	18.	" warrant,.....		2,500 00
June	15.	" "		2,500 00
July	24.	" "		2,500 00
		" Tuition from 1st Oct. 1862, to 1st Oct. 1863,.....		1,532 00
				<u>\$13,553 02</u>
Balance on hand,.....				934 36

COLLEGES AND SEMINARIES OF LEARNING.

STATE AGRICULTURAL COLLEGE.

HON. J. M. GREGORY, *Supt. of Public Instruction*:

DEAR SIR—During the past year the officers of the State Agricultural College have been as follows:

T. C. Abbott, A. M., President, Professor of History and English Literature.

Manly Miles, M. D., Professor of Zoölogy and Animal Physiology.

C. A. Kenaston, A. B., Instructor of the Preparatory Class.

R. C. Kedzie, A. M., M. D., Professor of Chemistry.

Albert N. Prentiss, B. S., Instructor in Botany and Horticulture and Superintendent of the Gardens.

Oscar Clute, B. S., Instructor in Pure and Applied Mathematics.

— — —, Superintendent of the Farm.

For the first half year there was also a Superintendent of the Farm; but at present, the professors of the different departments, all men of experience—take immediate oversight of whatever work is illustrative of the principles they teach.

Last season the farm and grounds were remapped, and roads, and fences have to a considerable extent assumed the plan they are expected permanently to occupy. A soil and subsoil survey of the farm has been begun, and the results indicated by colored maps. The eastern slope of the vegetable garden has been underdrained, as well as a piece of ground for a pear orchard.

During the summer eastern herds of Deven and short horn

cattle were visited, and some excellent stock purchased for the College.

A Herbarium of about 20,000 specimens, the collection of the late D. Cooley, M. D., was presented to the college by his widow, Mrs. Babbitt, of Washington, Macomb county. It will be of great service to the College.

Various additions to the Laboratory, Museum, Library, etc., have been made to the means of illustration.

By the acceptance of the grant of lands made by Congress for the support of colleges for instruction in Agriculture and other Arts, the State becomes possessed of 240,000 acres of land. The State has provided for the location, sale and investment of funds arising from the sale of these lands, and has directed that all moneys accruing shall be delivered over to the State Board of Agriculture for the use of the Agricultural College. The Legislative appropriation for the years 1863-1864 was \$18,000.

The course of instruction has not been materially altered during the past year. In common with some other institutions, and looking forward to a time when more may be done in that direction, an elementary course of lectures on Military Engineering and another on Military Hygiene has been introduced. Regular courses of lectures have been delivered on the Manual Operations on the Farm, and on Horticulture. The course of study and text books, are as follows:

PREPARATORY CLASS.

First Half Year.—Arithmetic, Descriptive Geography, English Grammar.

Second Half Year.—Algebra, Natural Philosophy, Composition.

COLLEGE COURSE—FRESHMAN CLASS.

First Half Year.—Algebra, Geology, Geometry, Book-keeping.

Second Half Year.—Trigonometry, Surveying, Entomology, Principles of Stock-breeding, History.

SOPHOMORE CLASS.

First Half Year.—Physics, Structural Botany and Vegetable Physiology, Elementary Chemistry.

Second Half Year.—Physics, Analytical Chemistry, Systematic Botany, Horticulture.

JUNIOR CLASS.

First Half Year.—English Literature, Agricultural Chemistry, Animal Physiology.

Second Half Year.—Industrial Drawing, Landscape Gardening, Rhetoric, Zoölogy.

SENIOR CLASS.

First Half Year.—Induction Logic, Mental Philosophy, Civil Engineering.

Second Half Year.—Astronomy, Moral Philosophy, Political Economy.

Declamation every six weeks during the course. Compositions every two weeks.

Drill in Infantry Tactics twice each week.

A Lecture is given in the Chapel each Tuesday afternoon, as follows:

On Horticulture, the 1st Tuesday of each month.

On Applications of Chemistry to the Arts, 2d Tuesday.

On Manual operations on the Farm, 3d Tuesday.

On Care and Feeding of Domestic Animals, Health, and on various topics, 4th and 5th Tuesdays.

On Military Hygiene, the 1st Friday.

On Military Fortifications and field operations, the 2d Friday.

SELECT COURSE.

Persons of suitable age and acquirements who desire to pursue one or more of the branches of study more closely related to Agriculture, (such as Chemistry, Botany, Animal Physiology, &c.,) may be received for a less time than is requisite for the full course. They will also be allowed to change from the regular to a select course if it be done before commencing the studies of a term.

They will all be required to go into one or more of the College classes; to perform three hours labor in one of the regular work divisions; and to be in all respects subject to the rules and discipline of the College.

On leaving, they may, if they have *completed* one or more branches of study, receive a certificate of their attainments in the branches pursued.

TEXT BOOKS.

Mathematics, Robinson; Surveying, Davies; Geography, Mitchell; Grammar, Green; Natural Philosophy, Wells; History, Weber; Entomology, Harris; Stock-breeding, Goodale; Geology, Dana; Botany, Gray; Physics, Muller, Bird, or Silliman; Chemistry, Turner; Analytical Chemistry, Will, Galloway, and Wohler; English Literature, Chambers and Spaulding; Agricultural Chemistry, Johnston and Liebig; Physiology, Milne Edwards, and Dalton; Industrial Drawing, Warren or Mahan; Landscape Gardening, Downing or Kemp; Rhetoric, Whately; Zoology, Agassiz and Gould, and Carpenter; Inductive Logic, Herschell; Civil Engineering, Mahan, &c.

Particular attention is called to the course of study as laid down above. It is believed to be sufficient to impart thorough mental discipline and such information as is required by the general student. Its peculiar feature is the prominence given to the physical sciences. Botany, Chemistry, and Animal Physiology, in place of the few weeks study required in other Colleges, are here pursued from one to two years each. Practical Agriculture, Horticulture, Stock-breeding, Entomology, and Meteorology, subjects which in other Colleges are disposed of in a few lectures, or entirely ignored, are here prominent features of the course.

The College has a farm of several hundred acres, and three hours manual labor is required of each student daily. The Sophomore class work the entire year in the various gardens, under the Professor of Horticulture. The Juniors spend the entire year on the farm. The other classes alternate between farm and garden. As this labor is to some degree remunerated,

it might seem intended only to lessen the expenses of the student. Its first use, however, is educational, being planned and varied for the illustration of the principles of science. The preservation of health, and the acquisition of a taste for the pursuits of Agriculture, are two other important objects.

A series of experiments has been entered upon, the results of which will be found in the report of the Secretary of the State Board of Agriculture. Aside from their own interest as experiments, they are valuable as means of instruction, especially to the class or classes by whom they are performed. They are done in accordance with written instructions of the professor in charge, and under his immediate supervision; but the students themselves keep a record of their work, and report the results to the professor, who, in turn, presents his to the faculty of the College. Meteorological records with barometer, thermometer, wet bulb thermometer, rain gauge, &c., are kept in conformity with the plans of the Smithsonian Institution.

EXPENSES.

Tuition is free to all students from this State. Students from other States are charged twenty dollars a year for tuition.

Board and washing at cost.

Room-rent for each student, four dollars a year, paid quarterly in advance. Rooms are furnished with bedsteads and stoves; students furnish everything else. Mattresses and pillows may be rented of the College.

A matriculation fee of five dollars entitles the student to the privileges of the whole course. This fee is invariably appropriated to the increase of the Library.

MEANS OF DEFRAYING EXPENSES.

Students receive adequate remuneration for the labor they perform, the amount paid depending on their ability and fidelity. The highest rates of wages range from seven or eight cents per hour. The lowest rates may not exceed three or four cents, if the student fails to render more valuable services. The

wages for labor are applied on their board, in the quarterly settlements of accounts.

The winter months are devoted to vacation, affording the student an opportunity for teaching. His earnings through the winter, when added to the wages received during the term, if he is industrious and economical, will enable him to defray all his College expenses. "Can a young man support himself at the Institution?" is a question often asked. He can support himself in the manner pointed out above, provided he can command means sufficient to meet his bills the first year.

Some of the graduates of the College have paid their entire expenses, including clothing and traveling fees, during the whole course, by their own labor; and a number of students at present in attendance are doing the same.

CALENDAR FOR 1864.

Feb. 24. Term opens: examinations for admission.

June 30. Semi-yearly examinations commence.

Recess of ten days.

July 12. Studies of 2d half year commenced.

Nov. 16. Commencement Exercises. Examination of classes for four days preceding.

Nov. 30. Term ends.

Respectfully submitted by your obedient servant,

T. C. ABBOT,

President.

ADRIAN COLLEGE.

REPORT OF VISITORS.

To Hon. J. M. GREGORY, *Supt. of Public Instruction:*

As chairman of the Board of Visitors of Adrian College, appointed by yourself for the year 1863, I beg leave to submit the following report:

Some of the members of the board were present during the entire examination, and commencement exercises; others of the board have visited the College during the year. We found

the buildings of the College well located, as related to each other and to the city of Adrian. Convenience, neatness and taste characterize the grounds and buildings so far as they are completed.

The aggregate attendance during the Academic year, has reached the number of two hundred and twenty-six, distributed as follows, viz:

Seniors,.....	5
Juniors,.....	10
Sophomores.....	9
Freshmen,.....	28
Senior preparatory,.....	96
Junior ".....	46
Elective studies and Teachers' classes,.....	32
	<hr/>
	226

Of these, one hundred and six are gentlemen, and one hundred and twenty are ladies. The course of study, as laid down in the catalogue, and as shown in the examinations, compare favorably with other institutions both east and west. A healthful moral and religious influence pervades the College, such as can but commend the Institution to christian parents, as a place of religious as well as mental training for their sons and daughters.

The examinations were conducted with fairness to the public; that is, in such a way as to indicate that the pupils had not been crammed for the occasion—had not been previously advertised of the questions to be asked. Of course such an examination, conducted on the principle of asking leading questions, but of allowing the student to exhibit the results of his labor, would bring out what was defective both in teaching and study.

Your Board must say, that the showings of the examination room were such, as to commend the work of the teachers, and the industry and capability of the students.

But, we must here be permitted to call attention to the pe-

culiar pronunciation of the Latin and Greek languages which obtains in this Institution: not for the purpose of discussing the subject in our report, only we would suggest that the educators of our State settle the question, whether, "*Keezer was prinkep,*" or *Cæsar was princeps*.

The examination, in the main successful, was interrupted by the death of the president's only son, from wounds received on the battle-field. This heavy affliction falling upon the president in the midst of examination and commencement exercises, somewhat interrupted the examinations in his department.

It was a matter of interest to your Board, to know, that *all* the professorships designated in the catalogue are filled. The bill of fare is all on the table. The advertisements are *ex veritate*.

The college has made a fair commencement also, in the way of providing itself with a library and philosophical apparatus. The Geological Cabinet with its appertainances is certainly very superior. Dr. Kost, Professor of Chemistry and Geology, has enriched the college cabinet with over ten thousand dollars worth of the most valuable Geological, Mineralogical and Caudiological specimens.

Though the youngest institution in the State, the college cabinet is not equalled by any other, and perhaps by none in the west. Upon the whole, your Board have to report that Adrian College is doing a good work in this part of our great and growing State. Its prospects for usefulness are increasing, and as it becomes known to the public, and its students begin to take their places in the different departments of active life, it will doubtless become a power in the land.

All of which is respectfully submitted.

S. E. WISHARD,
Chairman Board of Visitors.

HISTORICAL SKETCH OF KALAMAZOO COLLEGE.

BY REV. S. HASKELL.

* [Prepared by Request of the Board of Trustees.]

On the 23d of November, 1829, Rev. Thomas W. Merrill alighted from his Canadian racker in Ann Arbor, and commenced a classical school. A few months previous he had come preaching in the wilderness, as an emigrant from Maine, and a fresh graduate from Waterville College and Newton Theological Seminary. The object of his coming, as he then wrote, was to promote the intellectual as well as moral advancement of the people of the Territory of Michigan.

He was not that light, but he came to bear witness of that light, which now shines in the blended radiance of Kalamazoo College and Kalamazoo Theological Seminary. In the spark which he struck, and the tent fire which he lighted in Ann Arbor on that day, thirty-four years ago, he saw, as he then said, the kindling hope that God would open the way for the enlargement of his effort, until it should become a literary and theological institution, under the influence of the Baptists of Michigan.

This school, being the only one of the kind, as is supposed, in the Territory, was patronized from Detroit and other early settlements, and enjoyed an interesting prosperity.

From it the next season, July, 1830, Mr. Merrill issued, and traversed the Territory with a petition, of which he was the author, asking the Territorial Legislature to charter an institution under the name of the Michigan and Huron Institute, and secure its control to the Baptist denomination, by prescribing that three-fifths of its trustees should be of that faith. The object of the petition was favorably considered in the Legislature, but, finally, meeting with objections from those opposed to its denominational features, the bill was laid over to the next session.

The same season, concluding that the eastern shore of the Peninsula was to prove uncongenial to the growth of his cher-

ished enterprise, he resolved to transplant it to the western shore. And, as Kalamazoo was a forest through which but the smoke of one log cabin rose, he sought the oldest settlement of Prairie Ronde, amongst whose first settlers, careless of schooling or religion, he built a house for schools and meetings, and opened it for those uses as early as the winter of 1830-31.

The question now was where to drive the stake for the permanent Institution, and how to purchase lands for its use; for it was then in the design that it should incorporate the manual labor system. And another question was, how to re-appear before the Legislature and secure the act of incorporation.

Fortunately the practical wisdom, the generous liberality, and the intelligent christian citizenship of Caleb Eldred, stood now waiting to ally themselves with the high aims and the unconquerable tenacity of Thomas W. Merrill. Judge Eldred was then just dragging his surveyor's chain through the untrodden grasses and the unbent bushes of our western prairies and openings; and encamping with enthusiastic admiration beneath our majestic forests, and beside our miniature lakes; and among the way-marks which he was setting up, some of the first were those which, in his own mind, designated the places where his children should be baptized, his neighbors have their house of prayer and praise, and his denomination their Hamilton of christian learning; for he had come from where the long shadow of the Hamilton of Hascall and of Kendrick had swept over him.

In the autumn of 1831, there are to be seen traces of these two pioneers coming together, and planning methods by which to raise money to purchase land for the occupancy of the contemplated Institution. And an appeal to the benevolent Baptists of the east was agreed upon. Accordingly, Mr. Merrill visited the meeting of the Michigan Association at Pontiac, in September of that year, and secured the recommendation of that body for him to visit the east on such an agency. A month later he was at the Baptist Convention of the State of New York, and received a hearty commendation of his object

there, signed by Elon Galusha, John Peck, C. M. Fuller, Archibald McClay, Charles G. Somers, Jonathan Going, B. T. Welch, B. M. Hill, Philander D. Gillette and others.

The result of this agency was the nest egg for all pecuniary gifts that have been laid together, or shall yet be, in the Baptist educational work of Michigan. So far as appears, the first subscriptions paid in this work, except what Mr. Merrill paid in defraying his own expenses, were seven ten dollar ones from these seven remembered and ever to be remembered names: Johnathan Going, Nathan Caswell, James Wilson, John H. Harris, Byron & Green, William Colgate and E. Withington. This money went to purchase the property first bought for the Institute in Bronson, (now Kalamazoo.)

Returning from this agency in 1832, Mr. Merrill, Judge Eldred and others renewed the petition to the Legislature for the incorporation of the Institution, under the name of the Michigan and Huron Institute, and without any provisions for denominational control: Suggesting, however, the names of the petitioners and others as Trustees. These names embraced the early ministers and active brethren of the Baptist denomination then resident in the Territory.

The Bill, introduced in answer to this petition, had to work its way through some objections, but receiving the helping hand of Judge Manning, in addition to the watchful efforts of the petitioners, it passed. And after lodging some time in the hands of the Governor, he was helped over his scruples by a committee consisting of John Booth, F. P. Browning and T. W. Merrill, and finally approved April 22, 1833.

As Mr. Merrill paused to take breath here, he wrote, "The Michigan and Huron Institute is the school upon which I have had my eye since I came into this Territory. The one for which I drew a petition, gave it circulation, and presented it to the Legislative Council two years ago. For which I have petitioned thrice. For which I took up a subscription in the City of New York, in May, 1832."

The third petition spoken of was one addressed to Congress,

asking modestly for the grant of one township of land. A petition which, failing, perhaps imparted a hereditary impotency to its descendants begotten in its likeness in later years.

The first President of the Board of Trustees was Caleb Eldred, who for twenty-five years so worthily filled the office, and was relieved of it only after his repeated and earnest solicitations.

As the charter did not locate the Institute, a tedious work awaited the Trustees in determining that important matter. There were long journeys over primitive roads to meetings in Clinton, Troy, Ann Arbor, Comstock, Whitmansville and elsewhere; often resulting in a failure of the necessary quorum, and sometimes issuing in nearly a dead lock of rival contestants for the prize. But at length, in the autumn of 1835, Providence gave the weary fledgling a nest in Kalamazoo, through the subscription of \$2,500, by residents there, and the purchase of 115 acres of land in what is now the south part of the village; which property was afterward converted into the site and building accommodations now occupied on the west side of the village; where through favoring providences, no complaint of ineligibility has ever arisen, or can ever arise, to be among the embarrassments of the enterprise. Twenty years later the adjoining site for the Female Department was secured through the liberal and timely supply of \$1,500 by Mrs. H. E. Thompson. And the beautiful and commodious building which now graces it was entered and dedicated in the autumn of 1859.

No effort was made to endow the Institution, or was any debt suffered to accrue from its operation, during the first twenty years of its history. Its expense of instruction was not large, as its course of study was chiefly preparatory. Moreover, the inferior condition of the public schools, and their lack of all high school facilities, left the people quite ready to extend to a good select school a remunerative patronage. And much of the time other corporations assumed the current expenses of the Institute, as for a while the State University supported it as one of its branches; and afterwards the Baptist Convention

adopted it as the literary helpmate for its theological education. Yet the property of the Institute always remained distinct, and its board of trustees allowed no intermission of their meetings and controlling care.

The privileges of the Institute were alike free to both sexes from the first, except during, and for a little after, the time that the Baptist Convention paid the teachers. And indeed throughout this period, rooms were supplied free of rent, in which Mrs. Stone might keep up a school for females, which, though separate in form, carried that part of the common life down to the point of confluence below, which point was the more perfect combining of the female department with the other in 1859.

The last of the three decades of years has been the one of enlargement. Commencing with the effort introduced by recommendation of the Baptist Convention, in 1853, to raise \$30,000 by the sale of scholarships or otherwise. In about two years \$20,000 was secured, chiefly in scholarship notes, through the laborious efforts of T. Z. R. Jones, S. W. Pattison, and S. Cornelius.

In February, 1855, the charter was amended so as to confer full college powers, the name changed to Kalamazoo College, and the corps of instructors enlarged so as to meet the demands of the college course, which was required to be of as high grade as that of the State University.

Other efforts in raising funds have been but of an interrupted character. Resulting, however, in securing some \$10,000 for the erection of Kalamazoo Hall, and furnishing it for the Female Department. Of this Mr. Van Huson gave \$1,000, and the rest was raised pretty exclusively in Kalamazoo. Considerable additions have also been made at different times to the notes for endowment, while there has at the same time been no little loss on these notes, from the many causes which have rendered them difficult or impossible of collection.

To all these efforts for endowment none have responded with a liberality more generous and persevering, or a love more true, than Judge Eldred and his family. To their continuous

benefactions, and accommodating helps, it is largely owing that the institution has thus far outlived its pecuniary struggles.

The present property of the College, in lands, buildings, apparatus, and accredited paper, is estimated at \$46,810, on which a debt has accrued, in the erection of buildings and in maintaining the extended course of instruction, amounting to \$20,545.

Thus has grown up, and thus stands the exterior structure of the College. Let us now return for a few moments to acquaint ourselves with its interior inhabitants.

Here we are first met by a goodly succession of Teachers and Professors, "of whom the greater part remain unto this present, but some are fallen asleep." I have neither time nor the means, nor is it required of me here, to do more than notice them.

First, after the forerunning of Mr. Merrill, the Institution was started under Mr. Marsh as its teacher. His successor was Walter Clark. The next name is that of Nathaniel A. Balch, and the next is David Alden.

The fifth principal teacher was William Dutton, appointed in 1840, the year of his graduation from Brown University, and continuing three years, soon after which he was arrested in his work by death. The Institution not only, but the community at Kalamazoo also, is a vase in which the fragrance of that flower still sensibly lingers. The Church and the Sunday School have a precious memory of him enshrined, and many families speak his name never without a blessing, while his pupils of the Institute have no path so worn by their student recollections, as the path to his lamented grave.

To Professor J. A. B. Stone fell the lot of following Dutton. And the short course of the one is in contrast with the long course of the other. Dr. and Mrs. Stone commenced their labors as instructors in 1843. And they twain have been one flesh and one spirit in these labors, uninterruptedly until the present time. Their work has been multiform and multiplex. There is nothing which they have not touched, from the gravel

beneath all material foundation stones, to the finial of each pupil's edification in learning and character. Their means, the while, spreading as diffusely through the work as their labors have done. With the entrance of the Institution upon its full college career, Dr. Stone was appointed its President, and has so continued through these nearly nine years; Mrs. Stone throughout occupying the position of Principal of the Female Department.

With them William L. Eaton was an early, long continued, and faithful coadjutor. Being present, not with us but with the Lord, we might praise his work, but need not. He lives yet freshly in our love, and in the characters that he helped to form, so numerous over Michigan and beyond it, and now risen to usefulness in the manhood and womanhood of their years.

Of female assistants, there were others; and since the expansion of the course, the associate professors have been, as you know, Rev. Samuel Graves, Professors Daniel Putnam, Edward Olney, M. A. Page, L. E. Holden, Rev. Edward Anderson, Prof. A. J. Curtiss, and a number of temporary gentlemen instructors, together with Mrs. Osborn and Misses Fletcher, Finney, Shaw and others.

Of the pupils that surround these instructors, through the history of some twenty-seven years, we cannot speak individually. We would be glad to pass them in full review before your eyes. Armies have not many larger brigades than they would make; and though the gentler sex would be seen marching with the sterner, it would be a host not less worthy of your respect, should you contemplate the warfare for which they were marshaled.

As christians, who desire to educate for Christ, and not for Belial, it would interest you to see among them from forty to fifty, bearing the insignia of the highest office in the Christian Church, and many others who have won good promotion in the christian service; noble christian men and honorable women, not a few.

KALAMAZOO COLLEGE.

REPORT OF VISITORS.

HON. JOHN M. GREGORY, *Supt. of Public Instruction* :

The undersigned, appointed State Visitors to Kalamazoo College, for the year ending in June last, beg leave to submit the following report:

The annual examinations were generally very good and left a favorable impression on the minds of the Visitors, of the beneficent work accomplished by this Institution. We were especially pleased with the readiness and proficiency displayed in some of the more elementary studies.

The examinations in Greek and Intellectual Philosophy were of marked excellence, showing at once the studious habits and varied reading and sound thought of the pupils.

The interest of, parents and friends was evinced in the numbers who attended these exercises.

The gentlemen of the visiting committee, who have been regular attendants at the exercises of commencement day, are firm in the opinion that those of the present year have not been surpassed in excellence and interest in any former year.

The College has freely contributed of its choice ones to the country's need. The martyrs were touchingly commemorated in President Stone's Baccalaureate.

This Institution is a nursery of pure patriotism, as well as of sound learning. The past year has been noted for no unusual sickness in the College. Its discipline and general management have only added to the reputation of its well-tryed faculty.

In conclusion, the Visitors would express their general and great satisfaction at what they saw and heard, their thanks for the kind civilities of the officers, and their best wishes for the continued prosperity of Kalamazoo College.

F. W. CURTENIUS,
H. BOOTH,
S. B. FLAGG.

Kalamazoo, August 10, 1863.

MICHIGAN FEMALE COLLEGE.

REPORT OF VISITORS.

HON. J. M. GREGORY, *Supt. of Public Instruction*:

The Board of Visitors for Michigan Female College for the collegiate year 1862-63, would respectfully beg leave to report:

No important changes have occurred since the report of Board of Visitors for the previous year. The closing examinations and commencement exercises which we attended, were conducted in a manner interesting to those present and creditable to the institution. The examinations were held upon the studies of the entire year, and showed a thorough original mastery of the subjects pursued and also a well-trained memory. In the linguistic studies there was noticeable a facility and chasteness of expression, as in the happy rendering into English of the difficult idioms of the Greek and Latin authors. Indeed it is not true that the female mind is especially fitted for the acquirement of languages? And in the more obtruse studies of mental and moral science, while the text book had been employed and well perused, it was evident that more had been required than to put a blind faith in the dicta of others, and that the young ladies had been taught to think for themselves, the great object of pursuit in these and similar branches of learning. Without specifying, we would say that like praise might be given to the other studies pursued during the year.

Michigan Female College being an institution for young ladies only, its wise founders and faithful laborers have not forgotten that it is the female mind which has been given them to develop; and while the more masculine qualities receive their full share of attention, those more especially feminine, and so essential to the perfection of woman, the ethical and esthetical, are not neglected. These are cultivated not only by lessons learned and theories maintained, but by inculcating a respect for the Bible and Divine things, the practice of the Christian graces, personal piety, good manners, and the development of taste in music, painting and the like. To educate

woman for life, whatever may be its conditions, with the alphabet of many knowledges which, for her own happiness and the good of others, she may read afterwards, especially to develop character which makes the woman as it does the man, such is the aim of this institution.

But while gratified with its success thus far, the Board cannot but feel a degree of sadness to think what its self-denying founders, with adequate means, might have accomplished. Were there on its ample grounds a building such as is contemplated in the plan begun, with the adornments of architecture, landscape-gardening, &c.; were the library, so well begun, increased to due proportions, by means of which could be taught and begun, a course of reading to be pursued for a lifetime; were there fully adequate means for the study of Geology, Natural History and Astronomy; were there even a laboratory for the practical study of Chemistry by those who, in their own household laboratories, are to compound substances which will be healthful aliment or slow, or even quick, poison; were there in short, all the facilities for the correct education of young women which are found in our State University for that of young men, with still more in the department of the Fine Arts, what a blessing would be bestowed on the women of the State and through them on all!

The subject of establishing some Institution by the State for the education of its women, and the claims which this one may have to be adopted as such, also, if the General Government may, in pursuance of an act passed by the last Legislature, be induced to donate lands for the education of women, as it has done for that of men, all these have doubtless their proper share in your thoughts.

Michigan Female College being the protégé of no religious denomination, while it is in sympathy with all of them, not being local in its character but for the State and Nation, we would especially commend it to your confidence and care.

A. K. SPENCE,

Chairman of the Board of Visitors.

Ann Arbor, Oct. 3d, 1863.

OLIVET COLLEGE.

REPORT OF TRUSTEES.

Hon. J. M. GREGORY, *Supt. of Public Instruction* :

The Board of Trustees of Olivet College, in this their annual report for 1863, are happy to be able to represent the condition of the College more prosperous than at any period of its past history.

Notwithstanding the drain which the war has made upon our young men, the number of students in the several departments was never so large as during the past year.

We feel moved to express thus publicly our gratitude to the friends and patrons of the College, that they have so kindly remembered us at a time when we should naturally look for a diminution of students, and have not only made good any imagined deficiency that might occur, but have largely increased the numbers in attendance over any previous year.

In former reports we have given the early history of this College, and the design of its founders. We now simply repeat that no hope of pecuniary gain moved them to undertake the work. Motives of benevolence suggested the enterprise, and prompted every effort. There have been many obstacles to surmount, requiring time and patience, and although we have not made so rapid progress as we could have hoped, yet we do not feel that the enterprise has by any means proved unsuccessful.

Three young ladies graduated from the Ladies' Department the last year, and another class of three are to graduate the present year. Classes from this department will graduate regularly every year hereafter. We have now a Freshman class of six members in the College proper, and another which will enter at the commencement of next year. The summary of students in the several departments, is as follows:

College Department,.....	6
Scientific Department,.....	11
Preparatory Classical Course,.....	43
Preparatory English Course,.....	79
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Total number of gentlemen,.....	139
Ladies' Course,.....	20
Ladies' Preparatory,.....	92
Elective Studies,.....	4
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Total number of ladies,.....	116
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Total,.....	255
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The resources of the College, as reported last year, were estimated to be in value from \$35,000 to \$40,000, including buildings, lands, apparatus, library, &c. To this may be added the valuable acquisition made to our library the last year. At the close of the exercises at our last annual commencement, a donation of five hundred dollars was given by those present, in the name of the graduating class, to increase the College library. A choice selection of books has been purchased, and they are now in use in the library.

It has ever been the settled policy of the Board of Trustees never to suffer a debt against the College to accrue. Thus far, there has been no departure from this policy, and we are able to report the condition of the College as unembarrassed by a debt of any kind.

In our last report we spoke of a plan devised for securing an endowment by the sale of scholarships, but the execution of the plan was deferred on account of national troubles.

During the past year an effort has been made to test the feasibility of attempting, at this time, to secure an endowment in accordance with the plan proposed. Several thousand dollars have been obtained, and we are encouraged to believe that we shall yet be able to secure the amount we deem necessary for a permanent endowment.

During the past year the faculty has been increased by the appointment of Mr. A. B. Brown, from the Academy of Music, Boston, Mass., as Professor of Vocal and Instrumental Music. Special attention will hereafter be given to this department of education. We feel especially gratified that we are able now to furnish so good facilities for securing a thorough musical training. A large proportion of our students are availing themselves of these advantages.

Olivet is now readily accessible from Marshall and Charlotte. A stage coach leaves the latter place for Olivet every morning, and returning, leaves the former after the arrival of midday trains from Chicago and Detroit.

CALENDAR.

Sept. 24, 1863, fall term, of thirteen weeks, begins Thursday morning. December 23, 1863, fall term ends, Wednesday night. Recess for holidays.

January 4th, 1864, winter term of twelve weeks, begins, Monday morning.

March 23, 1864, winter term ends Wednesday night. Recess one week.

March 31, 1864, spring term of twelve weeks, begins Thursday morning.

June 20-22, annual examinations, Monday to Wednesday.

June 23, 1864, commencement on Thursday. Vacation thirteen weeks.

Sept. 22, 1864, fall term, of thirteen weeks, begins, Thursday morning.

O. HOSFORD,

Chairman of Board of Trustees.

REPORT OF VISITORS.

HON. J. M. GREGORY, *Supt. of Public Instruction:*

The undersigned beg leave to report that they have performed the duty assigned to them as Visitors of Olivet College.

All the committee were present at the annual examinations.

of the college for the year 1863, and witnessed nearly every exercise of that occasion as well as the commencement exercises.

From what was witnessed the committee are of the opinion that the college is an institution well adapted for educating the youth of both sexes. Its comparatively retired situation contributes to keep the students from temptation. The high moral and religious character of the people of Olivet, as well as the training and habit of the Faculty of the college conduce to piety and virtue; while the facilities for intellectual culture are excellent. The professors are able men, earnest and devoted in their efforts for the welfare of the college and the advancement of the student. Nothing to condemn was discovered in the discipline of the college or in the mode of instruction, but on the contrary much to commend. Every exercise was opened by some appropriate religious exercise, either singing, scripture reading or prayer. And the committee are informed that the same course is pursued in all of the daily recitations and exercises of the student, and this in addition to the usual chapel exercises. In this manner those ideas which contribute most strongly to virtue, are kept constantly before the mind, and interwoven as it were, with the intellectual growth of the student. Nothing sectarian was perceived in these exercises.

The examinations, especially of the more advanced classes, evinced great thoroughness and proficiency. The Faculty seem to have rightly decided that it is of more importance to be perfect in the studies pursued than to run imperfectly over a larger number of books. A habit of thoroughness in study, and a proper discipline of mind which shall enlarge its capacity to acquire and employ knowledge, seem of the utmost consequence to the young man or woman; and due attention is given by the college to these considerations. Of course it could not be said that every student was thorough in his studies, yet the mode of instruction was well calculated, in the judgment of your committee, to make good scholars, and the examinations showed that this had been in a high degree realized.

On the whole your committee deem the college very ably conducted and well deserving of the confidence of the public.

WM. HOGARTH,

E. TAYLOR,

O. M. BARNES,

November 27, 1863.

DISCO ACADEMY.

REPORT OF TRUSTEES.

HON. JOHN M. GREGORY, *Supt. of Public Instruction*:

No material change in the condition or affairs of the Disco Academy, has taken place since our last annual report. The location of the building is in the centre of the village of Disco, on a delightful and elevated plain, unsurpassed perhaps in any portion of the State. This Institution has suffered somewhat in common with other Institutions of the kind, in consequence of the war of the late Rebellion, and depends principally for its present support, on the school district of its location, and the surrounding community.

The names of the Trustees, are as follows: John Keeler, Chauncey Church, Alonzo M. Keeler, Edward Petit, Calvin Peirce, Ira S. Pearsall, Jeremiah Curtis, Philander Ewell, and Robert R. Harper.

Names of Officers: John Keeler, Treasurer; Robert H. Harper, Clerk; Teacher, Alonzo M. Keeler; Principal—Chauncey Church, Chairman of the Board of Trustees.

The amount of its property consists of one acre of Land (donated) and the school building and out buildings thereon, valued at fifteen hundred dollars.

The amount of stock subscribed is five thousand dollars, and the amount actually paid in, is one thousand dollars.

A teacher's class in general, has been open for the special benefit of school teachers, in which they could enter, review their studies, and be thoroughly drilled in the branches required

to be taught in Primary Schools. The same is continued, but in a more limited degree.

The whole number of students, in attendance, was 83.

The school was taught by Mr. Isaac Monford, Principal *pro tem.*, and Miss Millicent Conner. The former taught during the winter term, and the latter during the summer term.

The method of teaching is intended to be of a normal character.

All which is respectfully submitted.

CHAUNCEY CHURCH,

Chairman of the Board of Trustees.

Disco, Dec. 1st, A. D. 1863.

DICKINSON INSTITUTE.

REPORT OF PRINCIPAL.

Hon. J. M. GREGORY, *Supt. of Public Instruction:*

SIR—I would respectfully submit the following report of Dickinson Institute.

This school was commenced in the village of Romeo, in 1836, under the name of Romeo Academy, with Mr. Ornan Archer teacher, who continued in charge of it about three years. After he left, it was suspended for a short time, and then revived under the direction of Prof. A. S. Welch, who remained about one year. In 1841 Prof. Rufus Nutting took the management of this school, and continued till 1847. During this time, it was made a branch of the State University, and was a highly prosperous school. In 1847 Mr. Charles H. Palmer took charge of it, and remained till 1852. Mr. Isaac Stone succeeded him, and continued about three years. While he was Principal a new school-building was erected, 60 by 40 feet, and the school received the corporate name of Dickinson Institute. He was followed by Mr. Daniel Briggs, who left in 1858. During this time, the school building was enlarged and refitted. After Mr. Briggs left, Mr. Geo. W. Perry had charge for a few months. In September of 1859, Rev. D. J. Poor took charge of this

school, and has continued in it since, with a permanent corps of assistant teachers. The school-building now occupied is 80 feet by 40 feet, two stories, having accommodations for some *three hundred* scholars. The grounds, comprising three acres, are supplied with a variety of gymnastic apparatus. The whole amount invested in land, building, apparatus, &c., cost about \$12,000.

The school is divided into two departments, each of which has a responsible head, with assistant teachers. A progressive course of instruction has been adopted, taking scholars from the first elements, through all the studies requisite for a finished business education, or a preparation to enter any college in the country.

It is the constant aim of the teachers to lead their pupils to be thorough in whatever they study; to count progress not by pages, but by the knowledge and discipline acquired. It is a special pleasure to be able to state, that this course meets the general approbation of this community, and that our patrons make no attempts to throw obstacles in the way of any improvement which we introduce.

Special lessons in vocal music are given to all our younger pupils, and regular gymnastic drills have been introduced, which promise much for the health of the scholars.

While it is our aim to keep up with all the improvements of the day, and to use the best text books in our classes, we do not deem it expedient to make frequent changes in our text books. The evils incident upon such changes are not counter-balanced by some slight verbal alterations in a few pages of a text book.

The school is now enjoying a good reputation throughout this part of the State, and although our country's call to arms has been answered by quite a number of volunteers from our members, yet the number attending the past year has been greater than at any time for several years. One hundred and eighty-

five entered; the average through the year was about one hundred and fifty.

Yours, &c.,

DANIEL J. POOR.

Romeo, Aug. 27th, 1863.

RAISIN VALLEY SEMINARY.

REPORT OF THE TRUSTEES.

HON. J. M. GREGORY, *Supt, Public Instruction:*

In accordance with the school laws of the State of Michigan, the Trustees having charge of the Raisin Valley Seminary make this, their first annual report:

PROPERTY OF THE INSTITUTION.

The last estimate of the property (though it has been somewhat increased since) was five thousand (5,000) dollars; two thousand (2,000) dollars in bond and mortgage, and the remainder in real estate.

OFFICERS OF THE INSTITUTION.

Superintendents—Enoch Strang and Sarah J. Strang.

Principal—Daniel Satterthwaite, A. M.

Assistants—Mary C. Harkness and Rachel H. Shaw.

STUDENTS.

Fall and winter term, general average sixty.

Spring term, general attendance not as many.

INSTRUCTION.

Characteristic;—thoroughness. Written examination at the close of each term, and also every four weeks during the term. It is the design of the Trustees to establish a regular course of studies as soon as practicable, which will doubtless be by another year.

NAMES OF THE TRUSTEES.

Calvin Crane, Benjamin L. Crane, Jacob Baker, Moses Bowerman, Daniel Haviland, Thomas Mosher, Richard Harkness,

Secretary of Board, address Adrian; Asa U. Sutton, Joshua Taylor, Treasurer of Board, address Tecumseh; Richard Williams, William Satterthwaite, address Ypsilanti; William Beal, John T. Comstock, address Rollin.

RICHARD HARKNESS,
Secretary of Board.

Adrian, 11th month 25th, 1863.

STATE REFORM SCHOOL.

HON. J. M. GREGORY, *Supt. of Public Instruction:*

SIR:—In conformity with the law requiring an annual report from the State Reform School to the office of Public Instruction, I herewith transmit reports from the Board of Control and the Superintendent of the Reform School, containing full statistics of the condition of the school during the past year.

THEODORE FOSTER,

Clerk of Board of Control of State Reform School.

Lansing, Dec. 1, 1863.

REPORT OF THE BOARD OF CONTROL OF THE MICHIGAN STATE REFORM SCHOOL.

To the Superintendent of Public Instruction:

SIR:—In compliance with the provisions of law, the undersigned, Members of the Board of Control of the State Reform School, respectfully submit their annual report.

The statements of the several officers of the Institution, herewith annexed, will give a view in detail of the results of the past year.

The report of the Superintendent shows that the number of inmates received into the Institution during the year was 71, while the number disposed of in various ways was 68, leaving in the School, Nov. 18, 1863, 189 boys, which is three more than the number reported a year since.

During the year, the Board have allowed 46 inmates to leave

the Institution for periods varying from one to three years, on "Tickets of Leave," conditioned that the inmate shall live a correct moral life, violate no National, State or Municipal law, and report himself to the Institution every three, four or six months, by letter, stating his residence, employment, and condition; and at the expiration of his period of leave, he will be discharged absolutely, or his term of absence extended. On failing to comply with any one of these conditions, he is liable to be remanded to the Reform School, and kept until he shall become of age, or be discharged for subsequent good conduct. Of the number holding these tickets of leave, 30 have been allowed to enlist in the army, with the consent of their parents; but in these cases, the rule as to correspondence has been omitted, as the soldier is often so situated that he cannot write.

This plan of granting leave of absence, on trial, has so far worked well. It lessens the tendency to rapid accumulation of numbers in the school; it diminishes the aggregate expenses, for board, clothing, and other items; it induces a watchful care of parents and friends over the young probationer; and imposes on him a wholesome self-restraint, which may save him from yielding to the numerous temptations to evil.

By the physician's report, it will be seen that the number of deaths in the institution during the year has been six; of which five were by an uncommon and epidemic disease, with much violence and malignity. With this exception, the general health of the school has been as good as usual.

Several changes in the officers of the school have occurred since the last annual report. Rev. C. S. Armstrong has taken the place of Prof. L. R. Fisk as Chaplain; Rev. H. A. Barker the place of Rev. Charles Johnson as Principal Teacher; and G. W. Barney, the place of A. W. Carr as Assistant Teacher.

The question of suitable, constant and remuneratory employment has been a difficult one since the opening of the school. The first boards of control followed the system usual in such institutions of hiring the labor of the boys to contractors;

but in every case thus far, the contractors have been unable to carry out their agreements, and thus the inmates have been several times thrown upon the institution for employment. To avoid these disastrous changes, the present board have determined not to contract the labor of any boys, but to find employment for all, on the account of the State, at such branches of business as might seem best adapted to their condition, and yield the best ultimate compensation. In pursuance of this plan, a considerable amount of work has been done on the farm, while inside of the yard, the tailors' shop, and the boot and shoe shop and a shop for seating chairs, have been continued, and a sash and joiners' shop commenced, also the braiding of straw and palm hats has been begun, and as the work is light and simple, and no outlay is required for machinery, it is believed that a large number of boys can be employed to advantage therein. The plan of dispensing with contractors brings all the boys more directly under the control of the officers, prevents their contact with immoral and unprincipled workmen in the shops, avoids disputes between contractors and officers on matters of discipline, removes many obstacles to the work of reformation and, in the end, in a pecuniary point of view, it is believed will be more advantageous to the State.

In July last, information was received that Frederick Von Helmerick, of Oceana county, deceased, had devised all his property to the State Reform School. It appeared, by inquiry, that the testator was a Prussian by birth, of good family, was educated for the military service, and was a Captain in the Prussian army. But having failed to carry out the orders of his superiors, by permitting certain prisoners, condemned for political offences, whom he was ordered to execute, to escape to America, he became a refugee with them, and settled in the county of Oceana, in this State. Here he obtained his livelihood by his daily labor. Upon the death of the late King of Prussia, his successor sent to Mr. Von Helmerick an unconditional pardon for his political offences, but he refused to return. After the breaking out of the rebellion, he enlisted in the Sixth

Michigan Cavalry, and was killed in Virginia, in a skirmish with the enemy. He was an honorable and liberal minded gentleman, and having a deep interest in the cause of education, he left, by will, what property he had acquired while a refugee, to the Reform School. It is not known that he has any relatives in this country, except one brother, who is said to be an officer of high rank in the Eleventh Army Corps of the United States.

The amount of property devised to the Reform School will not exceed four hundred dollars. The present Board of Control propose to invest whatever amount may be realized, and apply the interest annually in the purchase of suitable rewards for good conduct and scholarship in the School. Should this plan be continued by their successors, the benevolent intentions of the testator will be carried out; and, though, in one sense, he be dead, yet, in another, it may long be said of him that "he still lives."

GEORGE W. LEE,
JAMES I. MEAD,
THEODORE FOSTER.

Lansing, November 18, 1863.

SUPERINTENDENTS' REPORT.

To the Honorable Board of Control of the Michigan State Reform School:

GENTLEMEN:—The Superintendent respectfully reports:

That the whole number of children received into the institution since its opening, September, 2, 1856, is 405.

That the number in the school at the date of the last report was 183. To this number there has been added during the year ending Nov. 16, 1863, 71 boys, making 254 boys who have been in the house this year.

There have been 68 boys disposed of in various ways during the year (three of whom are with us again) leaving in the school at the date of this report 189 boys.

Wayne county has furnished of the seventy-one boys re-

ceived, 25; Jackson county 6; Kalamazoo county 6; Lenawee county 4; Berrien county 4; Monroe county 3; Eaton county 2; Kent county 2; St. Clair county 2; Oakland county 2; Calhoun county 2; Livingston, Shiawassee, Hillsdale, Washtenaw, Ottawa, Lapeer, Ionia, Branch, Clinton, Marquette, Genesee, Sanilac and Ingham counties one each.

Forty-seven were committed by Justices of the Peace, twelve by Police Justices, eight by Recorders, four by Circuit Judges.

Sixty were committed for petit larceny, four for assault and battery, four for malicious trespass, two for burglary, and one for riot.

Michigan is the birth place of 33; New York State, of 16; Ireland, of 5; Canada, of 4; Ohio, of 2; Vermont, of 2; Germany, Massachusetts, Illinois, Pennsylvania, Wisconsin, Kentucky and England, one each, and unknown two.

The parents of 30 are Americans; of 17, are Irish; of 11, are German; of 7, are French; of 5, are English; of 1, African.

The ages of those received this year are as follows: One was eight years of age, three were nine, four were ten, six were eleven, eighteen were twelve, fourteen were thirteen, thirteen were fourteen, ten were fifteen and two were sixteen; the average being about twelve and two thirds years.

The oldest boy in the school is a little more than twenty years old; the youngest eight.

The average age of all in the school at this date, is thirteen and one half years.

The following is the domestic condition of the boys previous to their commitment according to their own statement:

Twenty have no fathers, twelve no mothers, thirteen are orphans, twenty-one have relations who have been convicted of crime, twenty-five have drunk intoxicating drinks, seventeen have been drunk, fifty-three have been in jail from one to twelve times, and all except eleven have been guilty of theft. Many have been pilferers nearly all their lives. Falsifying has become even so early in life, a fearfully strong habit with a large majority of our boys; they have practiced subterfuge to hide

their other vices and crimes. What a history to study is the record of these unfortunate boys. How painfully interesting to hear of the many causes which have conspired against them to their ruin. Most of these causes exist at home, and not the least of them is that disrupting element introduced into the family to take the place of a loving mother.

The largest number of boys in the school at any one time this year, was 203. The average during the year, has been about 187.

Of the sixty-eight boys disposed of this year, thirty have entered the service of the United States, fifteen of whom enlisted with Lieut. A. W. Carr, their former teacher in the School. Twenty-six have been sent to parents and friends, two of whom were pardoned by the Governor. Three have been permitted to hire with farmers. Two of these are now in the army. One has been placed with a clergyman, one with a dentist, one has escaped, and six have died. Three of the boys reported as disposed of, are with us again. One was returned on account of his inability to serve as a soldier in the army; one because he was a Reform School boy, and not above suspicion; the third came back of his own accord, because he could find no place so pleasant to him as the Reform School. The average time in the School of those discharged, has been about two years and one-third.

We have experienced the same difficulty in finding steady employment for all of our boys this year as in several years past. Our hopes of permanent employment in the shops have not been realized. Mr. La Rue discontinued his contract in the month of March last, and the boys (twenty-eight in number) who were employed by him in the manufacture of chairs were again without labor.

The decision of the board not to contract the labor of any more boys *per diem*, but to furnish them with whatever work could be found that would be suitable for unskilled hands, caused us to look about and see what there was that a large family of stout, healthy boys like ours might find to do that

would, in these times of double prices, help buy them bread and at the same time assist in building up an industrious manhood.

A division of the School was made in the early part of this fiscal year; forty-two of the smallest boys in the School were placed under the care of a female teacher, who has instructed them four hours each day in literature, and three hours in the art of plaiting straw.

This labor has been of little profit pecuniarily, except in the preservation of clothing. Morally it has been of great benefit to the School. Had our farm been large enough, so we could have employed these little fellows in agriculture, the same great end might have been attained, and a greater pecuniary profit realized by their industry. An average of twenty boys have been employed a part of the time in the shops, formerly occupied by Mr. La Rue, in the manufacture of sash, cane and flag seats, washing-machines, &c. They have made 6,899 lights sash, caned and matted 1,390 seats, and made 40 washing-machines. In addition to this labor in the shop, they have erected a barn on our premises for stock, 40 feet long by 20 wide; built fifty-two rods of good substantial board fence, and have made many other permanent improvements and repairs, in and about the building, which may not be counted as so much money earned, yet it will be understood that it is so much saved to the State.

We have found these shops a very convenient and economical place in which to repair our axes, saws, hoes, shovels, spades, &c., which, in the hands of boys, are so frequently out of order.

Some of the older boys have been employed on the farm and in the garden—a farm of twelve acres, and a garden of four. In farming, we were sufferers in common with many of our neighbors, the early frost stepping in between us and a glorious harvest. Our potatoe crop, on which we had made much reliance, was almost a failure. From six acres we dug only 258½ bushels of potatoes, where, in any ordinary season, we

might have expected at least 1,200 bushels. The garden, which is our highest and best land cultivated, yielded a good return for the labor performed in it, as will be seen by the following amount of produce taken from it: Sweet corn, 100 bushels of ears; cow corn, 48 bushels of ears; peas and beans, (green) 14 bushels; onions, 100 bushels, from $\frac{1}{4}$ acre; beets, 28 bushels; carrots, 175 bushels; summer squash, 104 dozen; cucumbers, 115 dozen; cucumbers for pickles, $3\frac{1}{2}$ dozen; rutta bagas, 68 bushels; tomatoes, 6 bushels; lettuce, 15 bushels; cabbages, 800 heads; parsnips, 10 bushels; shell beans, 3 bushels; strawberries, 136 quarts; pie plant and asparagus in abundance. Our young orchard bore a very fine specimen of fruit this season, both apple and peach. A few years hence there will be fruit in abundance for the whole school.

From the five acres of timber, purchased of Mr. Cline, the boys have cut one hundred and seventy-five cords of wood and sixty-three saw logs, from which we cut for fencing, 15,760 feet of fence boards and posts. We planted an acre of ground to broom corn, designing to make our own brooms the coming winter, but like most of our other corn, it was destroyed by the early frost.

The boys have cut from the front yard about five tons of good timothy grass. While these farm boys were engaged in tilling the soil, preparing fuel for the house and gathering materials together for the barn and fencing, other boys have been employed making and mending the clothing, the boots and shoes, washing and ironing, cooking and cleaning. Each in his appointed place laboring for the good of each.

The school department on which we rely so much for the elevation and ultimate salvation of this class of youth, is doing much under the management of the present corps of teachers to dispel the dark cloud of ignorance in which these boys have been suffered to remain so long. Many interruptions have occurred to impede the progress of those in school, and so long as the work of the house and the chores of the barn are

dependent upon the labor of the boys this evil must necessarily continue.

Besides these interruptions there has been a complete change of teachers. Mr. A.W. Carr, our assistant teacher, resigned his position in the school on the first of September, to commence the study of law. About six weeks since our principal teacher, Rev. Charles Johnson severed the pleasing relations which he had sustained in the school for more than three years, and left us to take pastoral charge of the Baptist Church at the city of Flint. Their places have been filled by Rev. H. A. Barker, and Mr. G. M. Barney, gentleman whom we, from our limited acquaintance, believe to be filled with an earnest desire to labor with their hearts, heads and hands for the greatest good intellectually and morally, of all the boys.

Our Sabbath exercises continue the same as last year. The morning is devoted to reading and singing. Public services in the Chapel at half past two o'clock P. M. Our much loved Chaplain, Prof. L. R. Fisk, who had been with us a long time, and for whom the boys had formed a warm attachment, was appointed by the M. E. Conference, pastor of the M. E. Church in the city of Jackson. To accept of this appointment, he closed his labors of love at the school. This place has been temporarily filled by the Rev. C. S. Armstrong, Pastor of the first Presbyterian Church of Lansing.

Last January, one of the boys, (James Elther), made his escape from the school. He is still at large. Three or four other boys have made an attempt to do likewise; with these few exceptions, our boys have had the appearance of perfect contentment. They have enjoyed the largest liberty possible to any well regulated school; their visits to the city have been frequent. They have been permitted to frequent the river for skating and bathing unattended, in companies numbering from five to forty.

They have been about on the farm at work like so many farmers boys, driving cattle, holding the plow, and using with pleasure and profit the different implements of husbandry. In

fact, we have been considered rather reckless, in the freedom given, but thus far our experience teaches us, that to reform a *boy*, or *man*, he must be taught self-reliance, and self-control; and to teach these, a free exercise of manhood must be allowed.

Allow me, before closing this report, to urge upon the Board the necessity of immediately making some arrangement, by which a sufficient supply of water may be furnished to the school.

The wells, cisterns and spring, which have hitherto yielded an abundant supply, have on account of the light fall of rain this season, failed to supply our daily wants. We are at this date fearfully destitute of water. Should our buildings by accident or from any other cause take fire, we could only stand by and see them burn to the ground. We have one hundred fire pails, but not enough water to fill them.

As there is no longer any doubt as to the possibility of an Artesian well in this city, we sincerely hope that the Board may think advisable to sink one this winter.

To the board I would express my grateful acknowledgements for their kindness to me and mine, and for their frequent and friendly counsel in the management of the affairs of the school.

It is gratifying to know the harmony and fidelity which has so characterized the officers and employees associated with me in this work, and I would here express my thanks to them for the valuable assistance rendered.

With the hope that we may continue to merit the approbation of the board and the many friends of the school, and above all that our labors may be owned and blessed of God, this report is respectfully submitted,

C. B. ROBINSON,
Superintendent.

Lansing, November 18, 1863.

ABSTRACTS OF SCHOOL REPORTS.

ABSTRACT OF SCHOOL INSPECTORS' RE-

COUNTIES.	Number of Townships.	Number of Districts.	No. of Children in each county between the ages of 5 and 20 years.	Increase in the year.	Whole No. of Children that attended School during the year.	Increase in the year.	No. of Children under 5 or over 20 years of age that attended School.	Av. No. months attendance of scholars between 5 and 20.	Average No. of months school by qualified teachers.	Number of volumes in the District Libraries.
Allegan,.....	23	134	6,369	493	4,956	396	229	3.2	5.9	2,749
Alpena,.....	2	2	132	15	84	*11	2	3.3	7.4	.....
Antrim,.....	1	1	29	*4	32	6	4	3.5	8.0	50
Barry,.....	16	123	5,532	308	4,870	335	253	3.3	6.2	3,304
Bay,.....	4	10	1,152	164	934	320	17	3.5	6.7	.....
Berrien,.....	20	137	8,985	455	7,242	553	299	3.4	6.5	3,474
Branch,.....	17	129	7,658	175	6,767	277	277	4.0	6.8	2,606
Calhoun,.....	22	161	10,608	548	5,341	290	262	4.2	7.4	6,595
Cass,.....	15	113	6,559	152	6,779	463	259	3.5	6.8	5,372
Cheboygan,.....	2	2	116	*18	90	*26	3	4.3	8.0	.....
Chippewa,.....	2	3	493	22	215	54	.....	4.5	7.8	.....
Clinton,.....	16	123	5,557	207	4,904	273	191	2.2	5.8	3,228
Eaton,.....	15	132	6,211	123	5,186	*10	246	3.4	6.2	2,599
Emmet,.....	1	1	22	22	28	38	1	3.0	5.5	.....
Genesee,.....	19	152	8,404	275	6,984	*184	340	3.5	6.6	3,760
Grand Traverse,.....	6	19	616	*218	405	*121	19	2.7	4.5	105
Gratiot,.....	16	65	2,119	209	1,760	223	86	2.4	5.0	722
Hillsdale,.....	18	165	10,044	507	8,955	704	380	3.7	7.1	3,520
Houghton,.....	3	4	1,373	271	649	*85	27	4.2	7.6	137
Huron,.....	11	18	964	239	532	176	24	2.4	6.0	295
Ingham,.....	17	126	6,339	6	5,655	*167	270	3.4	6.7	2,575
Ionia,.....	16	121	6,470	192	5,448	130	251	3.4	6.6	703
Iosco,.....	2	2	42	16	27	5	5	2.8	4.9	.....
Isabella,.....	4	12	435	100	264	50	8	2.4	5.0	.....
Jackson,.....	20	156	9,045	273	7,854	493	394	3.8	7.3	2,710
Kalamazoo,.....	16	131	8,718	97	7,207	696	153	3.9	7.0	3,728
Kent,.....	25	184	10,909	423	9,113	245	362	3.7	6.8	2,118
Keweenaw,.....	2	7	883	483	565	260	4	3.9	8.3	320
Lapeer,.....	17	102	5,544	206	4,319	247	220	3.8	6.5	1,892
Leelanaw,.....	3	12	482	382	238	177	7	2.5	4.6	74
Lenawee,.....	21	204	13,830	203	11,190	234	651	4.3	7.5	6,323
Livingston,.....	16	129	6,260	80	5,564	22	264	4.0	6.8	2,404
Mackinac,.....	3	4	711	19	218	*24	15	4.3	4.8	55
Mcombs,.....	14	111	8,417	86	6,002	*230	304	3.9	7.2	2,053
Manistee,.....	3	8	310	98	227	64	14	3.2	5.3	191
Manitou,.....	2	2	441	2	134	41	20	4.5	6.5	230
Marquette,.....	3	4	594	36	358	*81	13	4.5	8.0	.....
Mecosta,.....	7	14	291	127	190	12	9	2.3	4.4	55
Menominee,.....	1	2	104	104	67	67	1	1.5	3.0	.....
Midland,.....	4	7	299	1	230	*6	24	3.9	5.6	415
Monroe,.....	15	114	8,300	79	5,870	*336	236	3.4	6.9	1,884
Montcalm,.....	13	56	1,724	111	1,529	200	109	3.4	5.7	532
Muskegon,.....	7	26	1,232	173	853	31	50	3.4	5.7	164
Newaygo,.....	10	34	1,008	52	819	*79	42	3.3	5.6	526
Oakland,.....	25	222	12,836	77	11,200	*91	488	4.0	7.7	6,425
Oceana,.....	8	21	484	293	374	256	15	3.5	5.6	89
Ontonagon,.....	4	5	987	*30	681	7	12	3.8	7.8	956
Ottawa,.....	15	87	4,812	237	3,949	305	174	4.2	6.7	1,255
Saginaw,.....	23	77	5,809	1,080	3,301	294	83	3.3	5.7	1,489
Sanilac,.....	16	66	3,274	310	2,297	630	88	2.6	4.8	865
Shiawassee,.....	17	100	4,973	230	4,338	164	193	4.0	6.1	1,067
St. Clair,.....	23	137	10,323	447	7,358	531	284	3.3	6.5	2,817
St. Joseph,.....	16	115	7,635	121	6,642	48	291	3.8	7.7	2,822
Tuscola,.....	19	69	2,308	315	1,977	262	93	2.8	5.1	726
Van Buren,.....	18	122	6,257	295	5,245	17	239	3.3	6.1	3,489
Washtenaw,.....	22	164	11,927	194	10,099	930	310	4.5	7.7	3,374
Wayne,.....	19	133	26,772	1,324	16,392	370	190	4.7	7.7	4,440
Total,.....	695	4,382	273,620	12,297	216,144	8,812	8,864	3.2	6.1	97,706

* LOSS.

PORTS, BY COUNTIES, FOR THE YEAR 1863.

COUNTIES.	No. of Volumes added to the Libraries during the year.	Value of School Houses and Lots.	No. of Graded Schools.	No. of qualified Male Teachers.	Average Wages per month.	No. qualified Female Teachers.	Average Wages per month.	No. of months School by Male Teachers.	No. of months School by Female Teachers.
Allegan,.....	77	\$30,865 17	3	35	\$22 13	203	\$10 24	137.1	707.6
Alpena,.....		10 00		1	30 00	3	21 96	4	10.7
Antrim,.....		200 00		1	30 00	1	20 00	3	5
Barry,.....	211	27,331 75	2	40	23 45	191	9 78	132.7	656.1
Bay,.....		4,430 61	2	3	35 40	20	15 97	14.7	65.4
Berrien,.....	102	70,541 75	4	49	31 67	234	13 33	168	869.3
Branch,.....	33	69,685 50	3	57	25 68	217	12 05	189.2	774.5
Calhoun,.....	124	85,948 75	3	81	29 02	272	12 73	276	1114.5
Cass,.....	1,273	32,987 10	3	70	30 95	175	10 98	218.2	600.9
Cheboygan,.....		174 00		2	20 91	1	16 00	12	4
Chippewa,.....		2,000 00		2	43 54	4	24 48	13	27
Clinton,.....	16	23,878 75	2	37	20 16	183	9 61	118	609
Eaton,.....	19	33,421 50	4	41	25 86	217	9 42	125.5	766
Emmet,.....		25 00		1	10 00	1	8 00	2.5	3
Genesee,.....	148	58,982 00	5	61	25 55	231	11 98	219.6	880.8
Grand Traverse,.....		2,091 00		3	20 46	25	9 77	13	74
Gratiot,.....		6,607 50		18	19 29	93	8 52	63.5	273.5
Hillsdale,.....	29	59,430 51	4	99	24 33	254	10 92	333.1	971.6
Houghton,.....		6,725 00	2	3	40 98	6	34 50	24.7	40.2
Huron,.....		3,515 00	1	1	22 38	20	16 55	2.5	75.9
Ingham,.....	183	41,213 24	2	37	27 72	227	9 18	122.2	794.5
Ionia,.....	4	32,210 55	5	62	25 89	202	10 75	191.1	674.6
Iosco,.....						3	16 39		9.7
Isabella,.....		945 00		4	19 75	12	12 47	12.5	39.7
Jackson,.....	27	89,026 97	4	74	20 46	256	13 04	278.6	938.5
Kalamazoo,.....	23	86,088 00	2	64	32 45	208	12 67	198.6	872
Kent,.....	47	63,626 86	5	68	29 04	331	13 22	258	1202.1
Keweenaw,.....	80	3,346 53		8	34 14	16	23 50	43.5	16
Lapeer,.....	5	21,901 22	3	38	21 55	155	10 07	130	543.6
Leelanaw,.....		1,266 28				14	10 98		46
Lenawee,.....	184	125,416 47	7	119	29 57	346	14 05	393.7	1343.5
Livingston,.....	11	30,894 13	1	85	24 07	190	9 58	206.2	697.8
Mackinac,.....	24	2,500 00		4	34 19	1	12 00	15.5	3
Macomb,.....	1	46,494 25	6	62	25 33	176	12 06	228	702.8
Manistee,.....	6	1,245 00		5	37 57	4	25 69	19	13
Manitou,.....	12	600 00		1	25 00	2	16 87	5	8
Marquette,.....		7,903 37	1	5	42 08	6	26 74	22.4	23.7
Mecosta,.....		2,099 80				13	12 55		50
Menominee,.....		875 00		2	17 30	1	20 00	3.5	3.5
Midland,.....		2,010 00		4	28 31	9	20 38	9.7	31.3
Monroe,.....	178	46,158 50	4	41	29 34	179	11 87	156.5	682.7
Montcalm,.....		7,140 97	1	14	17 31	84	8 73	33.5	289.3
Muskegon,.....	12	8,065 00	1	6	34 15	35	14 91	20.7	137.3
Newaygo,.....	96	5,410 00	1	4	32 98	48	11 47	17.8	167.5
Oakland,.....	100	75,896 00	6	147	24 99	322	11 65	54.4	1303.9
Oceana,.....		2,151 10		8	20 31	18	9 96	26	60.8
Ontonagon,.....	211	7,650 00	1	5	42 31	6	24 78	40.5	43.5
Ottawa,.....	51	23,227 00	3	35	27 08	113	11 59	169.8	436.8
Saginaw,.....	6	29, 00 57	2	22	36 68	120	14 16	85.7	446.5
Sanilac,.....	51	10,960 00	2	16	20 70	81	12 19	63	233
Shiawassee,.....	30	30,634 18	2	36	26 73	158	10 39	124.8	572.9
St. Clair,.....	100	58,070 00	3	46	29 54	210	12 52	173.1	819
St. Joseph,.....	159	69,879 45	9	72	31 29	190	10 79	290.6	679.7
Tuscola,.....	26	15,826 00	1	18	24 52	98	9 29	57.5	337.7
Van Buren,.....	9	31,304 29	3	33	26 02	212	10 18	107.5	704.1
Washtenaw,.....	122	191,179 97	6	98	33 83	272	14 82	397.1	1227.7
Wayne,.....	246	179,033 00	5	61	37 52	260	20 76	410.7	1399.5
Total,.....	4,005	1,868,204 58	124	1,918	\$28 17	6,907	\$12 44	6917	28131

FINANCIAL REPORT.

RECEIPTS.

COUNTIES.	Moneys on hand September 1st, 1892.	Two Mill Tax Reported by Directors.	Primary School Fund, Appropriated May, 1893.	Primary School Fund Reported.	Rate Bills.	Tuition of Non-resident Scholars.
Allegan,.....	\$3,202 53	\$ 5,618 28	\$ 2,908 50	\$ 3,017 83	\$1,015 89	\$ 77 87
Alpena,.....	101 99	304 50	58 50	58 50	45 00	
Antrim,.....	105 16	167 82		16 50		
Barry,.....	1,058 16	3,468 20	2,612 00	2,586 89	1,297 94	80 84
Bay,.....	185 67	1,287 91	494 00	431 50		
Berrien,.....	2,689 21	8,582 28	4,867 00	4,869 28	1,044 52	317 01
Branch,.....	1,400 35	7,187 70	3,761 50	3,789 50	1,447 05	474 80
Calhoun,.....	2,363 65	10,820 20	4,980 50	4,982 85	1,968 44	584 86
Cass,.....	1,321 04	6,945 66	2,303 50	2,332 34	1,124 03	516 85
Cheboygan,.....	129 47	70 04	66 50	47 50	52 00	22 00
Chippewa,.....		208 22	268 50	268 51		
Clinton,.....	1,283 77	4,416 90	2,675 00	2,865 09	766 56	42 71
Eaton,.....	1,266 17	5,677 09	3,044 00	2,912 50	1,201 25	306 45
Emmet,.....	2 25	1 81	9 50	9 50	85 81	4 18
Genesee,.....	2,450 95	7,512 78	4,064 50	4,032 04	940 29	449 31
Grand Traverse,.....	877 12	594 08	430 50	251 88	146 60	35
Gratiot,.....	960 39	1,862 13	935 50	932 97	378 29	35 63
Hillsdale,.....	1,709 05	10,617 18	4,790 50	4,794 76	1,830 94	234 05
Houghton,.....	1,325 81	2,467 58	551 00	367 54		
Huron,.....	218 41	748 93	357 50	332 00	291 03	
Ingham,.....	710 06	5,529 13	3,220 50	3,152 56	924 61	82 28
Ionia,.....	1,209 75	6,373 84	3,134 50	3,218 66	1,738 20	267 79
Iosco,.....	279 23	161 62	18 00	5 00	13 00	
Isabella,.....	107 16	887 63	155 50	169 61	88 24	4 50
Jackson,.....	1,800 85	11,187 80	4,387 00	4,404 98	1,535 52	255 25
Kalamazoo,.....	4,597 78	8,923 10	4,308 00	4,328 20	1,593 64	414 72
Kent,.....	1,958 25	12,108 82	5,338 00	5,226 97	2,156 58	992 46
Keweenaw,.....	67 20	1,749 68	351 50	175 65		
Lapeer,.....	1,561 70	4,178 87	2,629 00	2,575 57	799 00	183 02
Leelanaw,.....	70 09	181 72		203 50	139 97	09
Lenawee,.....	6,629 03	19,873 74	6,851 00	6,850 10	1,891 04	835 87
Livingston,.....	1,239 11	5,918 50	3,090 00	2,999 71	1,902 71	100 16
Mackinac,.....	72 68	202 96	346 00	347 50	131 78	
Macomb,.....	2,843 38	9,564 69	4,165 50	4,163 75	1,365 11	121 33
Manistee,.....	319 55	550 37	96 50	84 00	117 60	5 00
Manitou,.....	3 17	57 00	219 50	219 50		
Marquette,.....	2,120 65	1,776 76	279 00	253 02		
Mecosta,.....	515 24	625 64	86 00	73 40	76 46	15 23
Menominee,.....					62 56	
Midland,.....	1,821 86	793 84	145 00	104 15	7 50	
Monroe,.....	2,660 85	7,882 78	4,085 50	4,062 72	755 53	437 73
Montcalm,.....	937 88	1,520 95	787 50	855 70	432 26	13 35
Muskegon,.....	1,203 65	1,319 12	546 00	522 57	124 05	10 78
Newaygo,.....	578 39	1,066 23	478 00	450 33	168 15	26 12
Oakland,.....	2,932 55	18,492 83	6,402 00	6,310 08	2,474 57	611 87
Oceana,.....	374 63	726 83	128 50	126 50	67 12	14 00
Ontonagon,.....	644 86	1,942 51	508 50	441 00		9 00
Ottawa,.....	1,329 18	3,594 69	2,281 50	2,239 24	945 63	113 20
Saginaw,.....	3,938 86	8,606 73	2,364 50	2,342 41	339 39	46 86
Sanilac,.....	1,948 72	2,637 25	1,480 50	1,403 82	255 53	
Shiawassee,.....	3,019 26	3,686 39	2,384 50	2,319 39	791 56	146 73
St. Clair,.....	1,532 95	6,667 14	4,938 00	4,909 10	864 35	151 16
St. Joseph,.....	2,747 91	11,371 77	3,737 50	3,718 99	1,539 70	523 82
Tuscola,.....	770 43	2,049 23	973 00	970 69	412 01	151 20
Van Buren,.....	1,785 54	4,857 98	2,955 50	2,903 98	1,356 89	446 08
Washtenaw,.....	4,849 83	17,161 34	5,854 50	5,895 74	967 75	2,020 15
Wayne,.....	4,124 41	8,829 15	12,779 00	12,869 03	1,622 59	241 27
Total,.....	\$85,546 72	\$265,656 07	\$130,978 50	\$130,181 34	\$41,200 54	\$11,864 13

FINANCIAL REPORT.

RECEIPTS—Continued.

COUNTIES.	District Taxes to pay Teachers Wages.	Other District Taxes.	Library Money.	Raised from all other Sources.	Total Receipts for the Year.
Allegan,.....	\$ 1,285 87	\$2,967 22	\$144 20	\$401 45	\$16,887 60
Alpena,.....		100 00			508 01
Antrim,.....		17 40	1 70		305 40
Barry,.....	2,059 79	1,550 04	127 96	558 60	12,747 23
Bay,.....	132 00	1,069 00		985 83	4,070 81
Berrien,.....	4,550 65	2,347 12	253 84	318 42	24,406 94
Branch,.....	3,404 94	3,683 82		85 50	21,513 37
Calhoun,.....	3,881 54	5,511 28	128 51	847 13	38,265 61
Cass,.....	1,844 38	3,018 92	986 67	1,135 24	20,690 21
Cheboygan,.....	100 10	45 00	6 50		572 58
Chippewa,.....		30 00		830 00	1,336 63
Clinton,.....	546 39	2,147 69	19 16	187 30	12,356 28
Eaton,.....	713 14	1,904 29	7 70	267 06	14,256 05
Emmet,.....					53 07
Genesee,.....	3,498 79	2,862 30	97 49	321 08	22,058 48
Grand Traverse,.....	55 13	442 62	11 68	300 73	2,334 46
Gratiot,.....	765 63	1,041 01	30 68	312 28	5,853 32
Hillsdale,.....	2,015 41	4,438 19	8 88	638 07	26,081 87
Houghton,.....		1,340 00	314 46		5,815 07
Huron,.....	62 07	830 50	51 84	324 85	2,287 55
Ingham,.....	1,460 18	3,117 62	32 22	317 25	15,474 68
Ionia,.....	547 72	1,949 82	7 03	417 89	15,712 42
Iosco,.....		89 52			498 40
Isabella,.....	134 00	144 00	96	17 50	1,008 90
Jackson,.....	5,928 81	3,123 08	42 71	6,852 98	36,143 47
Kalamazoo,.....	3,426 46	9,648 02	103 50	1,948 44	35,015 66
Kent,.....	2,103 56	4,701 91	82 89	1,328 56	30,839 20
Keweenaw,.....	700 00	650 00	184 40		3,846 68
Lapeer,.....	545 79	2,245 18	69 42	467 62	13,076 39
Leelanaw,.....	8 78	36 28		74 84	710 17
Lenawee,.....	4,091 27	9,362 27	536 02	805 36	49,971 24
Livingston,.....	391 00	1,361 07		122 37	14,486 40
Mackinac,.....		12 00	10 60	175 00	261 92
Macomb,.....	801 28	3,845 08	25	307 96	22,950 72
Manistee,.....	89 00	387 00	15 23	5 00	1,573 00
Manitou,.....		25 60	10 00		814 69
Marquette,.....		703 84	47 25	307 43	5,208 95
Mecosta,.....	19 30	177 66	6 09	40 00	1,551 56
Menominee,.....	48 00				110 52
Midland,.....		250 68	36 00		3,013 68
Monroe,.....	490 87	2,422 44	383 80	339 48	19,480 57
Montcalm,.....	300 50	781 96	20 45	238 32	5,187 34
Muskegon,.....	1,103 56	1,749 94	82 62	381 22	5,976 82
Newaygo,.....	591 73	614 40	290 63	69 84	3,742 64
Oakland,.....	143 44	7,469 20	79 95	1,487 74	40,058 26
Oceana,.....	12 50	697 25	26 34	87 99	2,097 06
Ontonagon,.....	1,010 00	200 00	247 80	66	4,495 82
Ottawa,.....	2,909 20	1,779 20	25 71	310 11	13,404 19
Saginaw,.....	1,912 25	5,212 69	308 11	699 15	19,264 37
Sanilac,.....	771 25	1,812 19	45 26	472 42	9,265 87
Shiawassee,.....	2,098 24	2,082 26	67 00	291 95	14,830 04
St. Clair,.....	2,041 70	3,284 00	186 50	2,199 59	23,743 44
St. Joseph,.....	2,144 53	7,143 87	145 09	1,498 97	30,890 07
Tuscola,.....	1,011 87	1,671 97	60 61	1,546 97	7,681 18
Van Buren,.....	925 02	2,047 16	71 35	1,446 40	15,758 21
Washtenaw,.....	7,196 25	8,866 65	52 42	7,546 22	54,496 52
Wayne,.....	32,154 58	2,263 61	2,364 54	9,900 79	76,149 36
Total,.....	\$107,023 46	\$126,101 79	\$7,678 20	\$45,368 55	\$827,625 60

FINANCIAL REPORT.

EXPENDITURES.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairing Schoolhouses.	Paid for Library Books.
Allegan,.....	\$3,064 13	\$7,250 92	\$2,469 43	\$ 91 71
Alpena,.....	120 00	225 00	18 00	.....
Antrim,.....	90 00	100 00	.....	.....
Barry,.....	3,110 70	6,421 66	1,081 82	105 64
Bay,.....	520 46	1,044 77	1,087 26	.....
Berrien,.....	5,321 42	11,595 16	1,417 99	99 30
Branch,.....	4,800 46	9,338 84	1,156 07	12 19
Calhoun,.....	5,011 64	14,202 86	2,223 45	97 53
Cass,.....	6,753 66	6,571 86	2,223 74	1,041 22
Cheboygan,.....	261 00	64 00	32 00	.....
Chippewa,.....	566 00	661 42	64 50	.....
Clinton,.....	2,379 22	5,353 28	1,700 75	3 91
Eaton,.....	3,245 66	7,214 78	968 19	3 10
Emmet,.....	25 00	23 99	.....	.....
Genesee,.....	5,902 79	10,552 00	1,513 80	114 77
Grand Traverse,.....	266 00	723 22	629 80	.....
Gratiot,.....	1,027 25	2,329 83	1,185 35	18 36
Hillsdale,.....	8,105 11	10,613 94	4,144 09	17 10
Houghton,.....	1,012 08	1,387 00	1,415 67	.....
Huron,.....	63 45	1,243 30	318 35	.....
Ingham,.....	3,388 33	7,499 69	2,181 12	26 14
Ionia,.....	4,948 82	7,267 04	1,177 99	20 50
Iosco,.....	.....	168 00	20 00	.....
Isabella,.....	245 87	494 88	59 36	55
Jackson,.....	7,708 06	12,241 98	9,241 16	12 30
Kalamazoo,.....	6,446 30	11,054 75	2,459 47	19 02
Kent,.....	6,719 21	15,871 27	3,439 15	40 50
Keweenaw,.....	1,575 00	375 00	656 00	95 43
Lapeer,.....	2,801 80	5,474 27	2,129 86	16 96
Leelanaw,.....	.....	503 00	26 38	8 00
Lenawee,.....	11,548 86	18,374 88	4,655 49	213 25
Livingston,.....	4,963 41	6,677 87	1,477 52	34 00
Mackinac,.....	530 00	36 00	150 00	19 00
Macomb,.....	5,753 43	8,472 88	540 70	3 00
Manistee,.....	524 00	334 00	79 98	3 00
Manitou,.....	125 00	135 00	15 00	3 00
Marquette,.....	942 64	683 90	550 70	.....
Mecosta,.....	.....	627 75	144 80	.....
Menominee,.....	60 56	50 00	.....	.....
Midland,.....	274 62	687 77	106 83	.....
Monroe,.....	4,592 04	8,108 16	1,743 65	288 24
Montcalm,.....	679 75	2,628 16	1,146 31	.....
Muskegon,.....	707 00	2,046 82	1,663 57	40 00
Newaygo,.....	587 00	1,807 81	334 23	181 86
Oakland,.....	13,590 55	15,247 23	5,547 62	287 42
Oceana,.....	638 70	666 60	604 40	45 59
Ontonagon,.....	1,713 52	1,078 07	270 54	40 00
Ottawa,.....	4,599 34	5,066 01	1,356 35	11 62
Baginaw,.....	3,143 96	6,321 81	1,971 29	66 61
Sanilac,.....	1,304 33	3,450 18	771 92	40 92
Shiawassee,.....	3,336 19	5,956 99	789 98	16 29
St. Clair,.....	5,114 44	10,259 63	2,625 53	306 70
St. Joseph,.....	9,291 46	9,327 95	5,309 57	111 21
Tuscola,.....	1,410 17	3,138 14	1,300 01	67 27
Van Buren,.....	2,706 92	7,172 42	3,152 60	9 62
Washtenaw,.....	12,237 58	17,586 73	6,230 47	223 00
Wayne,.....	15,430 82	29,050 00	3,948 05	423 25
Total,.....	\$195,263 49	\$324,748 63	\$92,004 34	\$4,304 40

FINANCIAL REPORT.

EXPENDITURES—CONTINUED.

COUNTIES.	Paid for all other purposes.	Amount on hand September 7th, 1868.	Total Expenditures for the Year.	Total Indebtedness of the Districts, Sept. 7th, 1868.
Allegan,.....	\$1,136 75	\$3,145 39	\$16,816 18	\$ 853 18
Alpena,.....	68 83	66 67	608 00	24 00
Antrim,.....	25 61	89 80	805 41	.....
Barry,.....	795 95	1,231 19	12,422 12	334 37
Bay,.....	211 54	1,205 67	4,071 83	.....
Berrien,.....	2,509 01	3,580 82	24,510 66	629 66
Branch,.....	4,370 06	1,766 44	21,532 48	496 75
Calhoun,.....	7,182 87	3,466 17	36,210 39	2,214 75
Cass,.....	2,214 42	2,004 98	20,735 52	4,991 60
Cheboygan,.....	18 17	106 84	472 51	25 63
Chippewa,.....	6 00	18 00	1,336 68	100 00
Clinton,.....	567 77	1,594 67	12,553 13	537 20
Eaton,.....	969 97	1,646 93	14,240 11	800 24
Emmet,.....	.....	4 06	53 05	.....
Genesee,.....	1,690 48	2,478 13	22,374 84	2,300 46
Grand Traverse,.....	85 87	625 45	2,334 48	143 91
Gratiot,.....	308 91	947 00	5,553 36	81 62
Hillsdale,.....	1,505 92	1,838 88	28,069 62	3,083 59
Houghton,.....	411 42	1,487 94	6,514 07	152 00
Huron,.....	99 22	567 16	2,286 01	300 97
Ingham,.....	410 28	2,024 86	15,493 53	170 71
Ionia,.....	645 25	1,780 33	15,371 70	512 87
Iosco,.....	49 05	270 37	498 42	.....
Isabella,.....	145 81	63 92	1,019 81	15 65
Jackson,.....	3,483 90	2,350 21	36,174 49	6,836 89
Kalamazoo,.....	9,695 09	5,184 87	34,956 67	13,446 05
Kent,.....	2,004 66	2,532 87	30,808 84	4,043 11
Keweenaw,.....	481 69	665 31	3,848 43	177 87
Lapeer,.....	830 05	1,823 84	13,118 34	3,876 42
Leelanaw,.....	10 18	162 61	710 17	.....
Lenawee,.....	6,155 65	8,987 39	50,028 91	16,679 91
Livingston,.....	548 92	972 02	14,436 94	1,090 36
Mackinac,.....	51 97	176 45	968 42	1 50
Macomb,.....	3,916 84	4,067 25	22,889 55	8,552 18
Manistee,.....	111 00	587 04	1,573 00	90 00
Manitou,.....	19 00	11 89	814 67	14 06
Marquette,.....	504 80	2,567 41	5,208 95	52 43
Mecosta,.....	82 77	661 66	1,562 98	343 13
Menominee,.....	.....	.....	110 56	.....
Midland,.....	124 94	1,779 62	3,018 63	50 00
Monroe,.....	1,122 98	3,610 08	19,441 14	1,107 63
Montcalm,.....	176 58	879 45	5,830 75	798 36
Muskegon,.....	503 73	1,099 70	5,987 00	3,455 53
Newaygo,.....	215 25	718 38	3,746 04	20 55
Oakland,.....	1,902 75	3,708 73	40,154 44	3,287 81
Oceana,.....	43 63	817 40	2,098 56	527 70
Ontonagon,.....	458 28	934 71	4,495 82	.....
Ottawa,.....	1,003 86	1,620 73	13,418 40	245 87
Saginaw,.....	1,506 28	5,214 71	15,218 43	1,709 23
Sanilac,.....	339 88	3,429 58	9,260 06	306 96
Shiawassee,.....	1,562 11	3,212 51	14,887 66	1,190 43
St. Clair,.....	3,325 68	1,878 18	23,749 93	321 83
St. Joseph,.....	2,182 81	3,525 39	30,887 84	3,372 44
Tuscola,.....	606 64	1,088 14	7,539 31	552 06
Van Buren,.....	774 02	1,708 11	15,702 09	89 29
Washtenaw,.....	13,152 41	4,216 24	54,516 51	15,141 26
Wayne,.....	21,061 53	4,918 66	75,275 53	694 36
Total,.....	\$108,279 70	\$106,844 46	\$328,896 79	\$112,306 02

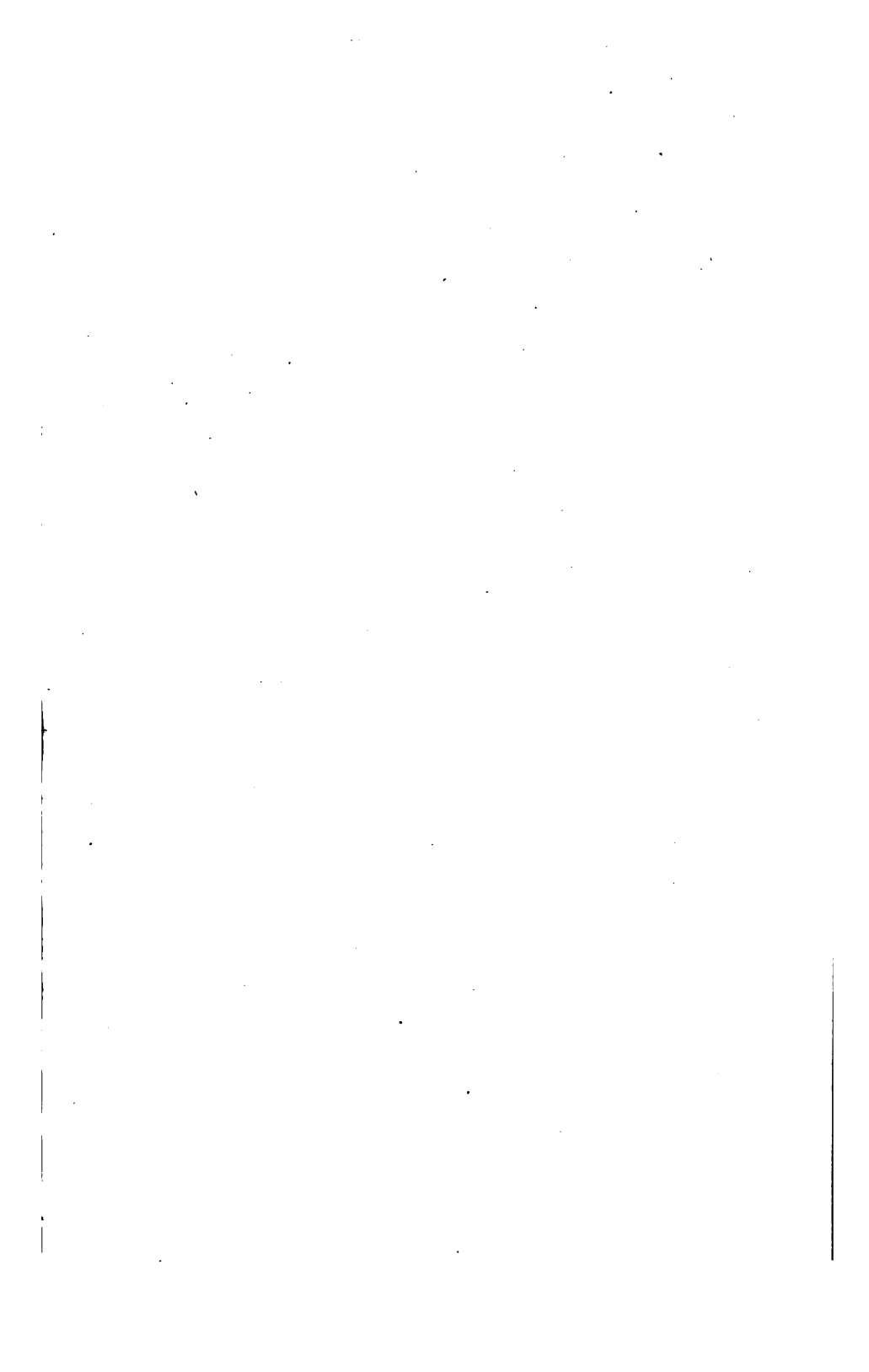
ABSTRACTS.

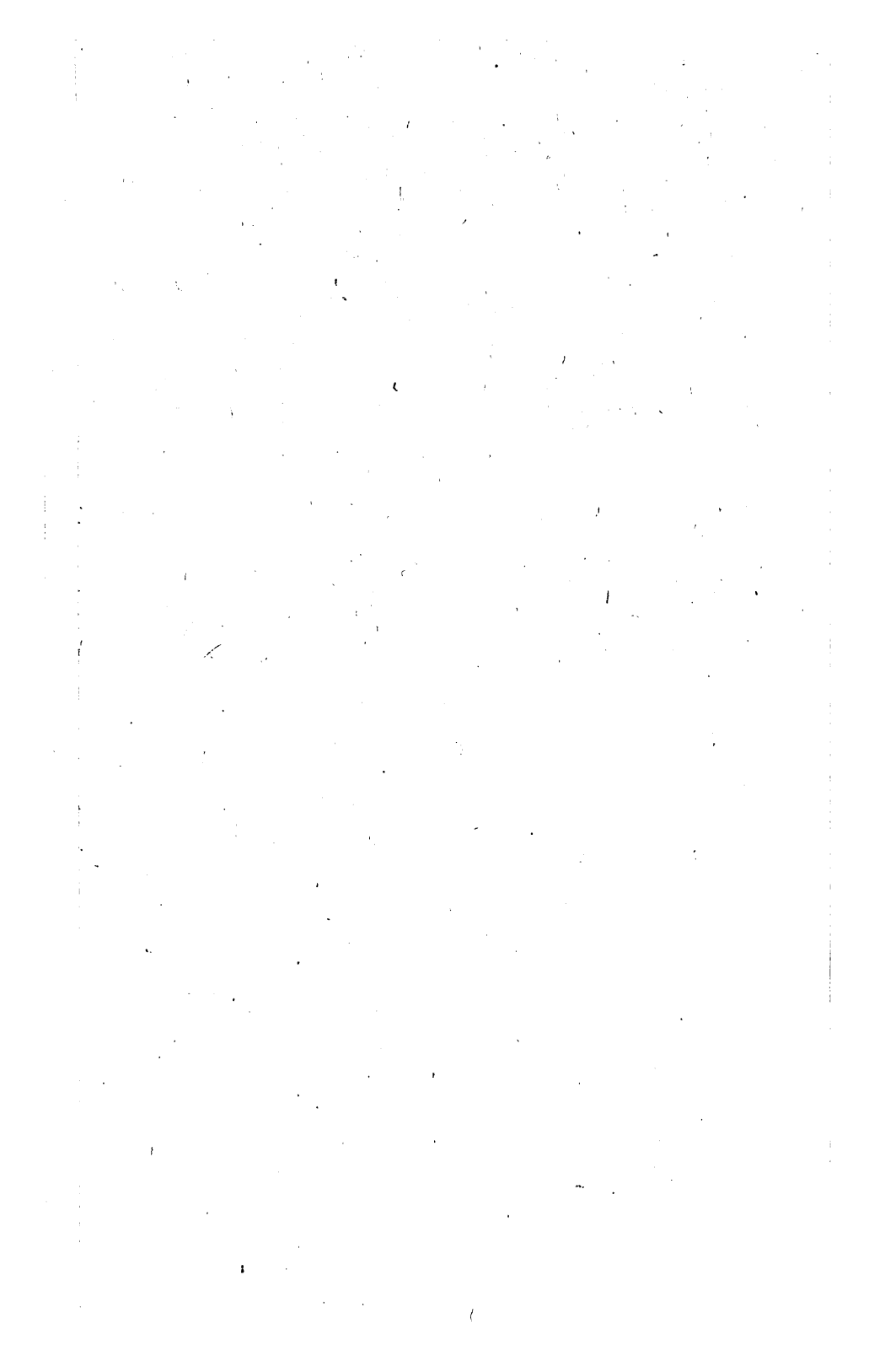
COUNTIES.	Number of Volumes in Town Libraries.	Number of Volumes added during the year.	No. of Teachers examined.	No. of Certificates granted.	Number of meetings by the Inspectors.	Towns in which all the Schools were visited.	Total number of visits to Schools.	Number of Private or Select Schools.	Number of Scholars in such Schools.
Allegan,.....	1,848	142	209	196	108	16	147	3	70
Alpena,.....	.....	.....	4	4	.....	1	6	1	40
Antrim,.....	66	.....	2	2	.....	.....	.....	.....	.....
Barry,.....	1,225	.....	208	183	75	10	133	1	30
Bay,.....	52	1	11	11	8	2	4	.....	.....
Berrien,.....	3,226	180	227	202	116	12	147	3	98
Branch,.....	422	.....	254	239	106	9	126	2	45
Calhoun,.....	2,269	6	291	259	99	11	162	2	50
Cass,.....	2,130	290	200	184	79	6	93	1	40
Cheboygan,.....	313	.....	5	4	4	2	6	.....	.....
Chippewa,.....	137	.....	6	6	2	1	3	.....	.....
Clinton,.....	400	.....	217	198	82	8	127	6	200
Eaton,.....	775	.....	257	233	69	8	178	4	120
Emmet,.....	.....	.....	2	2	2	1	2	.....	.....
Genesee,.....	300	.....	234	218	109	9	141	7	109
Grand Traverse,.....	66	.....	19	19	16	4	18	1	15
Gratiot,.....	44	.....	104	94	63	9	58	.....	.....
Hillsdale,.....	1,051	5	371	311	97	11	211	8	150
Houghton,.....	.....	.....	9	8	9	2	18	3	90
Huron,.....	346	13	14	14	17	8	25	1	18
Ingham,.....	814	16	217	194	80	11	144	10	46
Ionia,.....	1,586	3	222	195	90	9	126	2	.....
Iosco,.....	67	25	2	2	4	1	2	.....	.....
Isabella,.....	43	.....	15	14	16	3	12	.....	.....
Jackson,.....	810	.....	309	270	84	14	191	8	176
Kalamazoo,.....	580	.....	219	210	92	8	164	8	210
Kent,.....	4,102	65	394	355	137	13	188	5	299
Keweenaw,.....	296	.....	4	3	4	.....	.....	.....	.....
Lapeer,.....	541	50	183	167	55	10	105	6	215
Leelanaw,.....	315	53	12	12	9	2	7	1	25
Lenawee,.....	5,875	142	341	313	89	12	257	12	367
Livingston,.....	1,670	20	218	192	80	3	70	6	161
Mackinac,.....	400	.....	4	4	5	3	13	.....	.....
Macomb,.....	824	.....	178	169	71	8	138	3	150
Manistee,.....	236	15	9	9	7	2	14	1	6
Manitou,.....	.....	.....	3	3	4	2	8	.....	.....
Marquette,.....	974	.....	12	12	13	3	14	3	90
Mecosta,.....	150	.....	11	9	16	4	17	.....	.....
Menominee,.....	.....	.....	3	3	5	.....	3	.....	.....
Midland,.....	172	.....	13	12	13	2	14	.....	.....
Monroe,.....	3,647	273	185	166	71	11	171	13	650
Montcalm,.....	535	.....	92	90	55	6	55	2	40
Muskegon,.....	626	12	35	31	30	3	20	.....	.....
Newaygo,.....	820	160	40	36	37	3	18	1	15
Oakland,.....	2,640	105	324	274	98	9	211	6	81
Oceana,.....	335	127	27	26	31	6	21	.....	.....
Ontonagon,.....	389	38	10	9	9	2	12	3	168
Ottawa,.....	2,403	112	124	120	58	5	68	4	65
Saginaw,.....	1,661	121	110	104	109	20	108	12	397
Sanilac,.....	1,126	145	85	81	69	8	48	.....	.....
Shiawassee,.....	1,498	14	164	152	79	6	76	1	.....
St. Clair,.....	3,683	63	198	175	78	11	110	3	95
St. Joseph,.....	1,077	17	157	150	52	11	113	2	45
Tuscola,.....	1,333	76	96	95	70	8	57	.....	.....
Van Buren,.....	2,109	16	200	186	75	6	87	6	132
Washtenaw,.....	5,007	55	299	277	104	10	175	1	30
Wayne,.....	4,881	172	248	207	84	13	876	5	160
Total,.....	68,477	2,732	7,407	6,714	3,066	377	4,813	170	4,708

ABSTRACTS.

COUNTIES.	Two-mill Tax reported by Inspectors.	Amount voted at the Spring Election for Libraries.	Amount of Fines, &c., from County.	Amount paid for books for Township Libraries.	Amount paid or due for visiting Schools.	Amount paid or due Boards of Inspectors.
Allegan.....	\$6,881 01	\$145 75	\$ 48 50	\$102 01	\$ 80 50	\$196 12
Alpena.....	407 88				3 00	5 00
Antrim.....	187 82					
Barry.....	3,538 89	20 00	147 74	53 80	88 00	154 50
Bay.....	1,242 26				2 00	12 00
Berrien.....	8,786 84	25 00	629 91	235 84	68 00	177 25
Branch.....	7,754 76				75 00	127 00
Calhoun.....	11,254 73		186 19	15 03	100 50	264 75
Cass.....	8,045 07		378 93	380 57	90 00	133 00
Cheboygan.....	80 32		12 25		6 00	24 00
Chippewa.....	208 18					
Clinton.....	4,766 27		27 39		83 00	180 50
Easton.....	6,080 22		18 85		87 75	119 50
Emmet.....	1 81					
Genesee.....	7,873 03	177 60			103 00	190 88
Grand Traverse.....	546 28		11 82		7 00	19 00
Grafton.....	1,564 04	12 50	33 55	1 50	34 50	92 00
Hillsdale.....	10,571 66	25 00		25 00	145 50	285 00
Houghton.....	2,567 55		260 45		1 00	6 00
Huron.....	838 83	50 00	20 26	76 00	8 00	22 50
Ingham.....	5,375 81		114 92		97 50	202 00
Ionia.....	6,288 66				62 50	124 50
Iosco.....	107 86	80 00		24 89	1 00	4 50
Isabella.....	546 97	25 00			6 50	16 00
Jackson.....	11,099 94	7 95	37 83	5 06	152 60	217 85
Kalamazoo.....	9,353 73				96 50	151 00
Kent.....	12,453 52	75 00		60 07	115 50	264 50
Keweenaw.....	608 59		27 65			10 00
Lapeer.....	5,754 87		121 42		70 50	122 15
Leelanaw.....	242 02	25 00	2 96	49 85	2 50	3 00
Lenawee.....	20,552 09	25 00	717 50	144 88	146 50	263 00
Livingston.....	6,314 45	27 97		20 81	60 00	113 50
Mackinac.....	212 36				11 50	9 00
Macomb.....	9,657 92	25 00			77 00	142 00
Manistee.....	528 93		30 00	103 29	14 00	22 44
Manitou.....	57 00		10 00		8 00	18 00
Marquette.....	1,899 76	50 00	47 25			6 00
Mecosta.....	694 80		6 09		6 00	27 50
Menominee.....						
Midland.....	884 32	56 43			13 50	19 00
Monroe.....	8,147 33	25 00	613 27	262 98	106 75	181 25
Montcalm.....	1,900 28		18 01		31 50	81 75
Muskegon.....	1,413 46	71 94		12 66	8 00	31 50
Newaygo.....	1,317 63	99 83	184 63	212 43	16 50	54 00
Oakland.....	18,731 05		50 52	261 66	151 00	249 00
Oceana.....	895 60	63 00	47 57	110 69	15 00	58 50
Ontonagon.....	2,051 64	350 00	95 20	243 32		
Ottawa.....	3,470 86	20 00	252 52	137 51	50 50	125 00
Saginaw.....	4,188 84	270 00	167 25	73 63	44 00	107 00
Sanilac.....	2,896 64	113 75	41	166 00	41 00	97 00
Shiawassee.....	4,656 36	25 00	172 91	10 94	56 75	152 85
St. Clair.....	7,224 48	50 00	247 64	82 80	54 00	136 50
St. Joseph.....	12,277 33		180 48	17 00	53 50	134 70
Tuscola.....	1,980 88	106 35		245 00	27 50	80 25
Van Buren.....	4,757 15		39 25		44 00	85 50
Washtenaw.....	17,318 98	50 00	84 82	74 87	85 50	183 00
Wayne.....	8,577 25	25 00	173 69	106 06	95 50	175 00
Total.....	\$277,144 42	\$2,123 07	\$5,156 66	\$3,219 87	\$2,301 35	\$5,686 98

22 20





**This book is under no circumstances to be
taken from the Building**

[illegible]

form 410

MAY 4 - 1926

